

JOB SATISFACTION IN ONE NON-DIRECT
PATIENT CARE SETTING

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by
Mary Caraway
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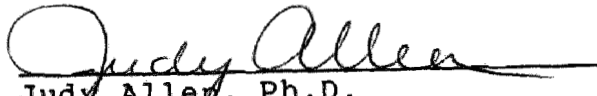
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An Abstract of a Thesis by
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The purpose of this study was to determine the level of job satisfaction, the level of need reinforcer, and any correlation between job satisfaction and autonomy for nurses employed in a non-direct patient care setting. The sample consisted of 107 Registered Nurses employed in nine locations who adjudicate Medicare Part A claims.

Each nurse was asked to complete the Minnesota Satisfaction Questionnaire and the Minnesota Importance Questionnaire which are part of the Theory of Work Adjustment developed by the Department of Vocational Psychology Research at the University of Minnesota. This theory was found to be congruent with Rogers' Theoretical Basis of Nursing.

Individually, 87 percent of the nurses indicated a low level of job satisfaction. As a group, they indicated a very low level of satisfaction. The nurses identified Achievement as the most important reinforcer for job satisfaction and Status as the least important. No correlation between autonomy and job satisfaction was found.

Recommendations for further study include: using the same instruments with multiple study groups; and completing a comparison study of nursesees engaged in direct care and nurses in non-direct care settings. Additionally, it is recommended that supervisors complete the Minnesota Job Description Questionnaire to establish an Occupational Reinforcer Pattern (ORP) for nurses in non-patient care settings.

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CHAPTER I

Work is love made visible. And if you cannot work with love but only with distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work for joy (Gibran, 1923, p. 28).

Overview of the Problem

Work and the personal feelings toward it, are very important to the average adult in our culture. Forty to 50 hours per week typically are taken up by work and work related activities. The relationship between people and their work, including satisfaction and dissatisfaction, has long interested researchers.

While there has been interest in job satisfaction in nursing since early in the century (Bowden, 1967; Brown, 1924; Bullock, 1953; McClosky, 1974; Nahm, 1940), research on the subject has intensified in the last 10 years. Job satisfaction in nursing has been studied in relation to a long list of variables including autonomy (Andreoli, Carollo, & Pottage, 1988; Blalack, 1986; Hylka & Shugrue, 1991; Roberts, 1990;

Schwalbe, 1985; Shoham-Yakubovich, Carmel, Zwanger, & Zaltzman, 1989), communication (Kennedy, Camden, & Timmerman, 1990; Pincus, 1986), collaboration (Andreoli et al., 1988), team nursing versus primary nursing (Carlson & Malley, 1981), salary, organizational climate, and culture (del Bueno & Vincent, 1986; Gillies, Franklin, & Child, 1990; Wells, 1990), management style (Lucas, 1991), work environment (Townsend, 1991), race (Beatty, 1989), and self-image of the nurse (Shoham-Yakubovich et al., 1989; Geiger & Davit, 1988). All of these studies investigated job satisfaction in patient care settings.

Traditionally the focus of nursing education has been the provision of patient care or direct supervision of those providing patient care. Mass media has further reinforced the image that nurses only work in patient care settings (Kalish, Kalish, & McHugh, 1982; Kalish & Kalish, 1986). Today nurses are working in many settings which do not include direct patient care. Nurses employed in these settings may experience a conflict in professional self-image resulting from the incongruity between actual work practices and expectations inculcated during

professional education (Vrendenburg & Triakaus, 1983), as well as societal reinforcement. Employment in non-patient care settings also may influence job satisfaction.

Questions concerning how professional nurses employed in non-direct patient care settings perceive themselves and what effect, if any, this has on job satisfaction evolved from listening to medical review nurses employed by an insurance company. These nurses commented on how uncomfortable it made them to have family or friends ask if they enjoyed working out of nursing. Exit interviews with nurses who left the insurance company indicated that many did not perceive their job as a nursing position, were unhappy working in an office, and felt the only way to be satisfied was to return to direct patient care activities.

In contrast, many of the nurses who remained in the medical review positions informally stated that they felt they were using all their nursing knowledge. They also felt they were helping to monitor and regulate their profession through the review and program integrity referral activities they perform. These nurses stated that they felt more autonomous in

their decision-making related to payment of patient claims than they had while performing direct patient care in the hospital.

Overview of Conceptual Basis

The Theory of Work Adjustment (Dawis, Lofquist & Weiss, 1968) provides a method to measure job satisfaction of nurses who work in non-direct patient care settings. "This theory focuses on interaction between the work personality and the work environment" (Gay, Weiss, Hendel, Dawis, & Lofquist, 1971, p. 1) and provides a conceptual framework "to organize the accumulated research results, and to give direction to future research activity" (Dawis, et al., 1968, p. 1).

In brief, the Theory of Work Adjustment states the following:

...vocational abilities and vocational needs are the significant aspects of the work personality, while ability requirements and reinforcer systems are the significant aspects of the work environment. Work adjustment is predicted by matching an individual's work personality with work environments. How well an individual's abilities correspond to the ability requirements

of the job will predict the satisfactoriness of his work, and how well his needs correspond to the reinforcers available in the work environment will predict his satisfaction with his work (Gay, et al., 1971, p.1).

At the same time the theory of work adjustment was being developed, Martha Rogers (1961) was developing a theory of nursing education. This evolved into her conceptual framework for nursing (1970). The Theory of Work Adjustment and Rogers' conceptual framework are highly congruent.

Purpose of the Study

This was a descriptive study designed to identify and describe the job reinforcers necessary for job satisfaction of nurses employed in a non-direct patient care setting. Using instruments developed as a result of the Theory of Work Adjustment, this study determined the level of job satisfaction among nurses employed in one job in a non-direct patient care setting in nine different geographic regions. Further, the actual level of satisfaction with these reinforcers was identified.

Research Questions

The study questions were as follows:

1. What is the level (high, average, or low) of job satisfaction among nurses employed in one non-direct patient care setting?

2. Which emotional/vocational needs are most important for job satisfaction of nurses employed in this same non-direct patient care setting?

3. Is there a correlation between a nurse's value of autonomy and his/her job satisfaction in this non-direct patient care setting?

Definition of Terms

Reinforcers - Stimulus conditions in the environment which the employee perceives as important to the maintenance of his/her behavior in the work environment (Weiss, Dawis, Lofquist, & England, 1966).

Job - Woolf (1973 p. 622-623) defines job as: (1) "something that has to be done: task" (2) "a specific duty, role or function" (3) "a regular remunerative position."

Satisfaction - Woolf (1973 p. 1026) defines satisfaction as (1) "fulfillment of a need or want" (2)

"the quality or state of being satisfied: contentment"

(3) "a source or means of enjoyment: gratification."

Job satisfaction - Job satisfaction is defined as the "worker's appraisal of the extent to which the work environment fulfills his or her vocational needs or preferences for reinforcers" (Bolton, 1986, p. 255).

Staff position - Staff position is defined as a non-patient care nursing position in which there is no management or administrative responsibility.

Correspondence - is defined by Dawis et al., (1968, p. 3) as the "...harmonious relationship between individual and environment, suitability of the individual to the environment and of the environment for the individual, consonance or agreement between individual and environment, and a reciprocal and complementary relationship between the individual and his environment."

Significance of the Study

Professional literature is replete with studies concerning job satisfaction in all fields of work. Using job satisfaction as both a dependent and independent variable, researchers have tried to isolate precisely what job satisfaction is, how to measure it,

and what other variables lead to it's achievement. The literature abounds with studies that indicate job satisfaction is highly desirable and influences other work related phenomena such as absenteeism (Churchill, 1992), turnover, (McClosky, 1974; Nichols, 1971; Prescott, 1986), and productivity (Brenton, 1972; McCloskey & McCain, 1988). However, because most of these studies have been conducted using less than reliable and valid instruments, these relationships are unclear at best.

It is notable that most nurse researchers' studies of job satisfaction have drawn on the theories supported in the management or psychological literature. Little has been done to place research of job satisfaction in a nursing conceptual framework. One way to do this is to examine the congruency between Rogers' (1970) view of person/environment as an irreducible whole and The Theory of Work Adjustment's (Dawis, et al., 1968) tenet that job satisfaction is the result of correspondence between the individual and his/her environment. Despite this congruency, little has been done to study nurse's job satisfaction using either framework.

During the last 10 years the delivery of and reimbursement for health care have changed dramatically. These changes have opened up new opportunities for nurses, including employment in non-direct patient care settings. Limited research exists on job satisfaction of professional nurses employed in non-direct patient care settings. This study may help to determine what reinforcers nurses perceive they need from a job and whether these exist or can be developed in non-patient care settings.

Findings from this study may be important to managers for developing strategies to improve job satisfaction, capture scarce resources, increase productivity, and reduce the costs incurred by frequent turnover of staff. The findings also may suggest that once the reinforcers in the job are known, employment pre-screening of nurses with a valid and reliable instrument to determine the potential for job satisfaction for the individual may result in higher morale and productivity within the department as a whole. This information may be valuable in light of the high cost of recruitment and orientation of new nurses.

CHAPTER II

Review of the Literature

This review of the literature examines current research on job satisfaction including Maslow's (1970) theory of motivation based on a need hierarchy, Herzberg, Mausner, and Snyderman's (1959) Two Factor Theory, and the Theory of Work Adjustment (Dawis et al., 1968). Congruence between the Theory of Work Adjustment and Martha Rogers' (1970) nursing conceptual framework will be examined. The chapter concludes with a summary of the review.

Job Satisfaction

Definitions

Defining the concept of job satisfaction is problematic. Many studies do not identify a specific definition of job satisfaction. Instead authors cite the works of some of the better known researchers such as Maslow (Blalack, 1986; Carlson & Malley, 1981; Gillies, et al., 1990; Slavitt, Stamps, Piedmont, & Haase, 1978), and Herzberg et al., (Carlson & Malley, 1981; Fernandez, Brennan, Alvarez, & Duffy, 1990; Gillies, et al., 1990; Parahoo, 1991; Pincus, 1986; Slavitt, et al., 1978). They then describe the

measuring instrument used, the conclusion drawn, and leave the reader to determine his/her own definition of job satisfaction. Still other researchers provide neither a definition nor a reference to a theory.

Longest, (1974, p.47 & 49) defines job satisfaction as "When a worker says he is satisfied with a job, he is saying in effect that his needs are satisfied as a result of having his job." He continues by stating, "...job satisfaction can be considered as a feeling experienced by the worker as a response to the total job situation." Beer (1964 p. 34) defines job satisfaction as "...the attitude of workers toward the company, their job, their fellow workers and other psychological objects in the work environment." Vroom (1964) defines it as the affective orientation of the individual toward the work role he is occupying. Positive attitudes are equated with satisfaction and negative attitudes with dissatisfaction.

Schermerhorn, Hunt, & Osborn (1985 p. 52) define job satisfaction as "...the degree to which an individual feels positively or negatively about the various facets of the job tasks, the work setting, and relationships with co-workers."

The diversity of definitions was demonstrated when Wanous and Lawler (1972) examined nine different operational definitions of job satisfaction. They concluded that a distinction between overall job satisfaction and satisfaction with a particular facet of one's job needed to be differentiated. They further concluded that not all of the operational definitions of job satisfaction reviewed yielded empirically comparable measures of satisfaction.

Need Satisfaction and Two-Factor Theory

Despite having many nursing theories from which to chose, Maslow's (1970) need satisfaction theory and Herzberg et al.'s (1959) Two-Factor Theory continue to be the most frequently cited theories in nursing research related to job satisfaction. A brief overview of these theories and the way they have been used to investigate job satisfaction in nursing follows.

Maslow's (1970) Hierarchy of Needs Theory postulates that humans share a concern for five levels of need satisfaction from their life experiences. These five needs exist in a hierarchy of importance beginning with physiological, progressing through safety, social, and self esteem, and culminating in

self-actualization. Maslow's theory postulates that individual needs affect behavior in one of two ways. The first, the deficit principle, suggests that a satisfied need is not a motivator of behavior because people act only to satisfy unmet needs. The second, the progression principle, suggests that the five need categories exist in a strictly ordered hierarchy. A need at any one level only becomes activated once the need level below it has been satisfied.

Herzberg, et al. (1959) theorized that the causes of job satisfaction and job dissatisfaction are quite different. They concluded that job satisfaction is enhanced by the fulfillment of intrinsic human needs such as achievement, recognition, responsibility, the work itself, and advancement (referred to as satisfiers). Job dissatisfaction, which is defined as a deprivation of such environmental needs as salary, working conditions, interpersonal relationships, and company policies, is caused by hygiene factors. This theory postulates that improvement of the hygiene factors may decrease the amount of job dissatisfaction, but will not improve job satisfaction.

Applying Maslow's theory and a slightly modified version of the Porter Need Satisfaction Index (1961), Blalack (1986) found that security and social needs were the most fulfilled and the autonomy need was the least fulfilled for 100 staff nurses in a large metropolitan hospital. He also determined that the self-actualization need, which showed a middle level of fulfillment, was the most deficient. Self-actualization was also found to be second only to security in importance. Since self-actualization on this instrument relates to opportunity for growth and development, Blalack (1986) inferred that job dissatisfaction for nurses was caused by the perceived lack of opportunities for personal growth and development.

Blalack (1986) also identified nurses' ability to help others and a feeling of accomplishment as two of the most important aspects of their jobs. He concluded that while nurses derive satisfaction from elements of the job which are inherent to the nature of the work itself, i.e., helping others, they experience dissatisfaction from elements which are external to the actual work performed such as working hours, salary,

and staffing. He concluded that these external elements are directly under the control of hospital management and therefore can and should be modified in order to increase the perceived need fulfillment and satisfaction of the nurses.

Using an instrument based on Maslow's motivation and needs theory, Carlson and Malley (1981) studied the difference in job satisfaction between nurses working in a team nursing setting and nurses working in a primary care system. Data obtained indicated that overall primary-system nurses were more satisfied with their jobs than team-system nurses and that the primary system offered more opportunity for accountability and fulfillment of higher level needs. However, neither system provided sufficient opportunities for self-fulfillment, decision-making, or independent judgment. Additionally, the primary system did not meet the nurses need for supervision and 75% of all the nurses in this study were dissatisfied with the prestige accorded them.

Slavitt et al. (1978) propose that Maslow's (1970) need hierarchy represents the value system of the upwardly mobile members of society while not

considering other groups whose values may deviate from this standard. They state that Herzberg et al. (1959) have been similarly criticized for presenting a division of needs which does not apply to all job situations. However, they conclude that both theories have been valuable in the comprehensiveness of needs they include. The works of Maslow (1970) and Herzberg et al. (1959) have suggested that to motivate a worker successfully, rewards must be linked to needs which are most desired and least attainable.

Based on this information, Slavit et al. (1978) suggest that one weakness of job satisfaction studies is that they have collected a great deal of data, but have failed to do so in a manner which can be generalized to improve theories. Rather, many job satisfaction studies have focused on those areas "easiest to measure and easiest for management to change, such as physical conditions, hours, wages, promotion, fringe benefits, supervisory training, organizational structure, job enrichment, automation, pension plans, or amount of interaction with other workers." In failing to measure all the upper level

needs in Maslow's hierarchy, the surveys miss basic areas of satisfaction.

Fernandez et al. (1990) present an argument for a theory-based practice model for nurse retention that is based on Herzberg. They concluded that currently most hygiene needs such as flexible scheduling, good benefits, and competitive wages are being addressed by hospitals. They postulate that "higher-level motivators such as autonomy and professional control of practice may be solutions to today's retention dilemma (Fernandez et al., 1990, p. 48). They also believe that hospitals and the nursing profession need to "maintain hygiene measures and consistently address high-level motivators to successfully retain satisfied nurses at the bedside" (Fernandez et al., 1990, p. 48).

Pincus (1986), concluded that determinants of nurses' job satisfaction are far more complex and situation specific than the Herzberg et al. (1959) theory would indicate. He investigated communication as a variable to determine what influence it had on hospital nurses' job satisfaction and job performance. He found that certain aspects of communication, especially communication with the supervisor, a good

communication climate, personal feedback, and communication with top-level executives are influential contributors to nurses' job satisfaction and, to a lesser extent, to nurses' job performance.

Theory of Work Adjustment

Some nurse researchers (Duxbury, Armstrong, Drew, & Henley, 1984, Gulotta, 1986-87) have used the Theory of Work Adjustment (Davis et al., 1968) to study job satisfaction of nurses. This theory postulates that there must be a correspondence between an individual and the work environment and proposes four factors inherent in work adjustment. These are: the satisfaction of the individual's needs through work; how satisfactorily the individual performs on the job; meeting of the individual's vocational needs; and appropriateness of the reinforcers available in the job. Based on these factors, the Theory of Work Adjustment states that an employee's job satisfaction is a function of the correspondence between the individual's vocational needs and the need reinforcers available in the job.

The employee's perception of whether his/her emotional/vocational needs are being met is of prime

importance. Those activities which satisfy vocational needs are called reinforcers. They are comparable to motivators or satisfiers discussed in other theories.

Four instruments were developed by the University of Minnesota's Vocational Psychology Department to measure work adjustment of vocational rehabilitation clients. These are the Minnesota Satisfaction Questionnaire (MSQ), the Minnesota Importance Questionnaire (MIQ), the Minnesota Job Description Questionnaire (MJDQ), and the Minnesota Satisfactoriness Scales (MSS). These instruments are currently used to measure work adjustment in any work environment. The MSQ measures the job satisfaction of the individual, the MIQ measures the importance of vocational needs and values to the individual, the MJDQ measures the actual need-satisfiers or reinforcers present in the job, and the MSS measures the employee's satisfactoriness or behavior on the job.

All four instruments measure the following 20 vocational needs: ability utilization; achievement; activity; advancement; authority; company policies and practices; compensation; co-workers; creativity; independence; moral values; recognition;

responsibility; security; social service; social status; supervision-human relations; supervision-technical; variety; and working conditions. The MIQ categorizes these vocational needs under one of six vocational values: achievement; comfort; status; altruism; safety; and autonomy. In addition to measuring satisfaction on the 20 scales listed above, the MSQ contains a 20-item General Satisfaction scale which is derived by using one item from each of the twenty scales and scoring these items independent of the individual scale scores (Weiss, Dawis, England, & Lofquist, 1967).

Two studies in nursing using instruments developed by the Work Adjustment Project were reviewed. Both of these studies were conducted in patient care settings. In 1984, Duxbury et al. investigated the variables of head nurse leadership style, staff nurse burnout, and job satisfaction in a neonatal intensive care unit (NICU). The Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967), the Tedium Scale (Pines, Aronson, & Kafry, 1981), and a modified version of the Leadership Opinion Questionnaire (Fleishman, 1969) were completed by registered nurses employed in Level III

NICUs. The authors concluded that the leadership dimension of consideration was clearly related to staff nurse satisfaction. A direct relationship between satisfaction and burnout was not reported.

Gulotta (1986-87) used the MSQ and a questionnaire developed by the author to determine job satisfaction among registered nurses working in a correctional facility hospital. The results indicated an overall high level of job satisfaction which the nurses credited to the uniqueness of the job and support of nursing administration.

Considering the high cost of turnover, the Theory of Work Adjustment may provide a new way of thinking about and measuring job satisfaction of nurses. Studies have found the cost of turnover for a single nurse to range between \$2000 and \$15,152 (Chandler, 1990; Fernandez et al., 1990; Jones, 1990). The difference in cost appears to be dependent on the depth to which the researcher investigated actual cost incurred and the cost of recruitment activities performed. These same studies focused on retention strategies but described few pre-hiring strategies. Pre-hiring strategies identified include: asking the

applicant what the institution can do for them (Chandler, 1990); brochures, advertising, novel giveaway items (Corcoran, Meyer, & Magliaro, 1990); and offering weekend payment packages, tuition reimbursement, and specialty pay differentials (Corcoran, et al., 1990). Pre-employment screening to determine appropriateness of an applicant for a specific job was not included. The Theory of Work Adjustment may be one method of accomplishing this.

This summary on job satisfaction in nursing illustrates the difficulty in defining and investigating job satisfaction. It also is indicative of the paucity of research based on theories other than those found in the psychological literature. In addition, studies investigating job satisfaction for nurses employed outside of direct patient care settings were not reported in the literature.

Conceptual Framework

The following discussion will compare the Theory of Work Adjustment (Davis, et al., 1968) and Martha Rogers' (1970) nursing conceptual framework. Each of these works is based on the premise that there is an integral relationship between person and environment.

Both also stress the continuous and dynamic process by which this relationship exists.

Rogers (Rogers, Malinski, & Young, 1985, pp.15-16) speaks of the "irreducible nature of individuals as different from the sum of the parts and the integralness of man and environment coordinate with a universe of open systems". In stressing this integralness of individuals with the environment she states, "People and their environments are perceived as irreducible energy fields integral with one another and continuously creative in their evolution."

In concordance with this "The...Theory of Work Adjustment is based on the concept of correspondence between individual and environment" (Dawis, et al., p.3). This is described as:

..."a harmonious relationship between individual and environment, suitability of the individual to the environment and of the environment for the individual, consonance or agreement between individual and environment, and a reciprocal and complementary relationship between the individual and his environment" (Dawis et al., 1968, p. 3).

In this relationship the individual and the environment are corresponsive or mutually responsive. This corresponsiveness is call correspondence. The individual has requirements of the environment and the environment has requirements of the individual. In order to coexist with the environment, the individual must achieve some degree of correspondence.

In addition, Rogers' (1970) conceptual framework is based on three principles of homeodynamics which postulate a way of perceiving unitary human beings. She believes that changes in the life process in human beings are predicted to be inseparable from environmental changes and that these changes reflect the mutual and simultaneous interaction between the life process and environmental changes at any given point in space-time. They are rhythmical in nature. Patterning grows more complex in both man and environment as these changes occur.

In concurrence with Rogers, the Theory of Work Adjustment (Dawis, et al., 1968, p.3) has as a basic assumption the belief ... "that each individual seeks to achieve and maintain correspondence with his environment. Achieving and maintaining correspondence

with the environment are basic motives of human behavior." There are many environments, e.g., home, church, work, school, to which an individual must relate. Correspondence achieved and maintained with one environment may affect the correspondence achieved and maintained in other environments. The theory stresses that work is a major environment to which most individuals must relate.

Unitary human beings are perceived by Rogers (1970) as open systems characterized by constant interchange of materials and energy with the environment and maintaining a dynamic process. As part of this open system human beings are also negentropic and self-regulatory, seeking order and organization yet able to maintain integrity while undergoing constant change.

In harmony with Rogers, the Theory of Work Adjustment (Dawis, et al., 1968), contends that human beings achieve correspondence when the individual fulfills the requirements of the work environment and the work environment fulfills the requirements of the individual. This occurs when the individual brings necessary skills to the work environment and the work

environment provides rewards to the individual such as wages, prestige, or personal relationships. When an individual enters a work environment, his/her behavior is directed toward fulfilling its requirements and experiencing the rewards of the work environment. If a correspondent relationship is found, the individual seeks to maintain it. If a correspondent relationship is not found, the individual will seek to establish correspondence, or, failing in this, will leave the work environment.

Both individuals and work environments are continually changing. "The continuous and dynamic process by which the individual seeks to achieve and maintain correspondence with his work environment is called work adjustment" (Dawis, et al., 1968, p.5). The Theory of Work Adjustment (Dawis, et al., 1968) provides a conceptual framework for investigating the relationships between individuals and work environments, with the purpose of predicting work adjustment. This theory "emphasizes a matching of people and jobs based on the correspondence of people's work personalities and work environments" (Dawis and Lofquist, 1978, p. 76). Dawis and Lofquist (1978)

further enlarged the concept of correspondence to include the notion of responsiveness, or the dynamic interaction between the individual and the environment.

It has been shown that the Theory of Work Adjustment (Dawis, et al., 1968) is congruent with the nursing conceptual framework developed by Martha Rogers (1970). Both stress the dynamic interaction between the individual and the environment. While both frameworks discuss this interaction in all environments, the Theory of Work Adjustment (Dawis, et al., 1968) focuses on the work environment specifically and the dynamic interaction that takes place at that level.

Summary

This review of the literature on job satisfaction in nursing is representative of the existing research. There does not appear to be any consensus in the field as to exactly what job satisfaction is or how to measure it. Studies using valid and reliable instruments to determine job satisfaction are rare. Further, investigation of job satisfaction of nurses in non-direct patient care settings is not reported. Finally, little research on job satisfaction in nursing

has been conducted using a nursing conceptual framework or theory. This study, based on Rogers' (1970) conceptual framework of nursing and using instruments developed to study the Theory of Work Adjustment (Dawis et al., 1968) seeks to determine the job satisfaction and emotional/vocational needs deemed necessary for job satisfaction of nurses working in a non-direct patient care setting.

CHAPTER III

Methodology

The methods used to collect and analyze data in this study are described in this section. A description of the setting, subjects, and the measurement instruments follows. The procedural and statistical methods of analysis are outlined. The research design for this descriptive study is non-experimental survey research.

Subjects and Sampling Methods

The study sample was 107 Registered Nurses working in non-direct patient care staff positions at nine different Medicare Regional Home Health Intermediary settings. Intermediaries included Associated Hospital Service of Maine, Blue Cross of California, Blue Cross and Blue Shield United of Wisconsin, Independence Blue Cross in Philadelphia, Blue Cross and Blue Shield of South Carolina, Aetna Life and Casualty of Florida, Blue Cross and Blue Shield of Illinois, New Mexico Blue Cross and Blue Cross of Iowa. These intermediaries contract with the Health Care Financing Administration (HCFA) to review and adjudicate home health care

claims. All staff nurses employed in Medicare A Medical Review were asked to participate.

Each Intermediary provides service to a specific geographic region and is responsible for review and payment of Medicare home health claims. In addition, these intermediaries also provide service to smaller geographic regions to adjudicate other Medicare Part A claims. Nurses in the medical review department review claims for orders, medical necessity, and coverage under the Medicare Part A benefit. This is an office job with limited contact with Medicare providers and no contact with patients.

Description of Data Collection Tools

Two survey instruments based on the Theory of Work Adjustment (Dawis et al., 1968) were used in this study. The instruments were the Minnesota Importance Questionnaire (MIQ) (Gay et al., 1971), designed to measure the importance of a reinforcer to the potential satisfaction of an individual, and the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967) designed to measure actual satisfaction on the same reinforcers. Each instrument will be discussed separately.

Minnesota Importance Questionnaire

The MIQ (see Appendix A for example) measures twenty vocational needs and six underlying values that are relevant to satisfaction with work (Rounds, Henly, Dawis, Lofquist, and Weiss, 1981). The paired form of the instrument was chosen for this study because a test administrator was not present and the directions appeared to be less open to misinterpretation by subjects than the directions for the ranked form.

Rounds et al., (1981) report that median internal consistency reliability coefficients for the twenty MIQ scales ranged from .77 to .81. Median scale test-retest coefficients for the twenty MIQ scale scores ranged from a high of .89 for an immediate test-retest interval to a low of .53 for a ten month test-retest interval. Median profile test-retest correlations were found to range from .95 for immediate retesting to .87 for retesting after ten months.

Scale internal consistency was evaluated by calculating the Hoyt reliability coefficient for each MIQ scale for each of nine different groups. The groups were made up of students ranging from high school, through college, and a new career group. All

groups were made up of both sexes. The median scale Hoyt reliability coefficients for the nine groups ranged from .77 to .81 with a range of .30 to .95 for the individual scale scores. Test-retest reliability for the scale scores ranged from .19 for a nine-month interval to .93 for an immediate retest. The scale intercorrelations ranged from .05 to .77, with a median of .33. The data for the individual scales were considered to have sufficient internal consistency to meet usually accepted psychometric standards (Gay, et al., 1971).

Almost all information reported on the validity of the MIQ was based on the early Likert form and the 1965 form from which the 1967 form evolved. Gay et al. (1971) used this information to provide indirect support for the validity of the 1967 form. Evidence for discriminant validity was based on the lack of relationship between the MIQ and the multifactor abilities of the General Aptitude Test Battery (United States Department of Labor, 1970). Evidence for convergent validity was based on canonical correlations of .78 and .74 for two groups, between the MIQ and the Strong Vocational Interest Blank (Strong, 1959).

Studies of different occupations and subjects of different employment status resulted in differences in MIQ scores which were interpreted as evidence of construct validity for several of the MIQ scales (Weiss, Dawis, England, & Lofquist, 1964). This was consistent with the portion of the Theory which states "that vocational needs develop as the result of experience in the work environment" (Weiss et al., 1964, p.6).

Rounds et al., (1981) provided no updated information on the validity of the 1975 edition of the MIQ. Benson (1986) indicated that the changes basically involved only removal of sexist language from several of the items and that the psychometric properties of the instrument probably were not affected. The MIQ is a self-report instrument and therefore its validity depends to a significant extent on the full cooperation of the responding individual (Gay et al., 1971).

Minnesota Satisfaction Questionnaire

The MSQ (see Appendix B for example) requires responses to items on a Likert-type scale, asking to what degree the respondent agrees with each statement

on a continuum. The 1967 long form has the following choices: 'Not satisfied', 'Somewhat Satisfied', 'Satisfied', 'Very Satisfied', or 'Extremely Satisfied'. Based on the critique by Bolton (1986), the 1967 long form was chosen because the 1977 version tended to result in scale score distributions being markedly negatively skewed because most responses alternate between 'Satisfied' and 'Very Satisfied.' In contrast, the selected version results in a distribution that tends to be more symmetrically distributed around the 'satisfied' category, with larger item variance. While there is limited normative data available for the 1967 long form version, its use is recommended in studies where normative data are not required, such as prediction studies or within-organization comparisons where external norms are not necessary.

Scale internal consistency was evaluated by calculating the Hoyt reliability coefficient for each MSQ scale for each of 27 different groups. These groups consisted of professional and non-professional employees as well as disabled persons. Four of the groups were made up of nurses: one group consisted of

42 Licensed Practical Nurses; one group consisted of 419 full-time Registered Nurses employed as staff nurses; one group consisted of 293 part-time Registered Nurses employed less than 35 hours/week as staff nurses; and the last group consisted of 197 Registered Nurses employed as supervisors of nursing activities. Of the 567 Hoyt reliability coefficients reported (27 groups and 21 scales each), 83% were .80 or higher and only 2.5% were lower than .70 (Weiss et al., 1967).

Stability of the scores on the 21 MSQ scales were obtained for a one-week and one-year interval. For the one-week interval, stability coefficients ranged from .66 to .91 with a median coefficient (excluding the General Satisfaction scale) of .83. The one-week stability coefficient for the General Satisfaction scale was .89. For the one-year interval, the median stability coefficient (excluding the General Satisfaction scale) was .61. The stability coefficient for the General Satisfaction scale for the one-year interval was .70 (Weiss, et al., 1967). Construct validity for the MSQ was derived mainly from its performing according to theoretical expectations. Evidence supporting construct validity for the MSQ was

derived indirectly from construct validation studies of the MIQ, (Weiss, et al., 1967).

"In one set of studies, the separate scales of the MSQ were the dependent variables to be predicted from the relationship between vocational needs (measured by the MIQ) and (estimated) levels of occupational reinforcement" (Weiss, et al., 1967, pp 16-17).

Analyses of the data yielded good evidence of construct validity for three of the scales (ability utilization, advancement, and variety scales) on the MIQ, therefore indirectly for the same scales on the MSQ. Some evidence of construct validity was observed for four more scales (authority, achievement, creativity, and responsibility). This indicated that for seven of the 16 MSQ scales studied, there was some indication that these scales were related to need-reinforcement correspondence.

In other studies, job satisfaction was the dependent variable and MIQ scale scores were the independent variables in a multivariate prediction problem. Reinforcement was held constant by surveying individuals who were all employed at the same kind of job. The results of these studies indicated that the

MSQ measured satisfaction in accordance with expectations from the Theory of Work Adjustment (Weiss, et al., 1967).

The MSQ was found to be able to differentiate satisfaction between occupational groups. A study involving 25 occupational groups indicated that group differences were statistically significant at the .001 level for both means and variances on all 21 MSQ scales. Further study of these findings found consistently that professional groups were the most satisfied and unskilled groups the least satisfied (Weiss et al., 1967).

Description of Data Gathering Procedures

The two self-administered survey instruments were distributed to the subjects in their workplace mailboxes by their manager or the person he/she specifically appointed. A cover letter with instructions and the researcher's phone number, along with human subject protection information was attached. Each packet of forms included a self-addressed stamped envelope for the subject to use to return the forms. Subjects were encouraged to call the researcher collect with any questions. Average time to complete the MIQ

paired form is about 35 minutes (Rounds, et al., 1981) and 15-20 minutes is required for the long form MSQ (Weiss, et al., 1967.)

Post cards thanking respondents and/or asking them to please reply were mailed four days after they received the instruments. A second follow up post card was mailed four days later to those subjects for whom responses had not been received.

Methods of Analysis

Minnesota Importance Questionnaire

Machine scoring of the MIQ by the University of Minnesota, Department of Vocational Psychology Research, provided a two page printout which included the following: a profile of need and value scores and a logically consistent triad score (LCT), which represents the degree of logical consistency of response of the individual, on the first page, and a listing of occupations for which satisfaction is predicted or not predicted on the second page (see Appendix C for example of MIQ printout).

The adjusted scale values for the MIQ may range from -4.0 to +4.0. However, almost all scores for this sample fell within a range of -1.0 to +3.0. A value of

1.0 to 1.5 is considered to indicate a reinforcer of moderate importance. A value of 0.0 to 0.3 is of low importance. Finally, a value below 0.0 is of very low importance. Each individual's profile was determined solely by his/her responses to the MIQ rather than by comparison with any normative group. All scale values were computed in such a way that the 'zero point' indicated the same subjective point for all individuals (Gay et al., 1971).

Error bands were calculated for each adjusted scale value and indicated the range of indecision or inconsistency on the part of the respondent for each vocational need dimension. If the LCT score dropped below 33%, the MIQ profile was considered to be questionable because of the high level of inconsistent response. An additional report accompanied the score which contained an analysis of the distribution, by scale, of the response inconsistency (Rounds et al., 1981).

The second page of the MIQ contained a list of ninety representative occupations grouped into six clusters. These clusters contain groups of occupations with similar Occupational Reinforcer Patterns (ORPS).

An ORP describes the reinforcers for the 20 MIQ needs which are present in an occupation. The ORPs were developed by the University of Minnesota Vocational Psychology Department. A separate ORP was developed for each occupation.

Each cluster is characterized by a predominant reinforcer pattern expressed in value terms. Each of the 15 representative occupations for that cluster are then listed in alphabetical order.

The correspondence index is given next to each listing. This index indicates the degree to which the individual's MIQ corresponds to the ORP of each listed occupation. The correspondence index (C-index) is a correlation coefficient of the MIQ results and the ORP for each occupation and is reported in a range from -1.00 to +1.00 (Rounds et al., 1981).

In a column beside the C-index is a prediction of satisfaction code. "A prediction of Satisfied (S) results from C values greater than .50, Likely Satisfied (L) for C values between .10 and .49, and Not Satisfied (N) for C values less than .10" (Rounds et al., 1981, p. 13).

Minnesota Satisfaction Questionnaire

The MSQ was also machine scored at the University of Minnesota, Department of Vocational Psychology Research (see Appendix D MSQ score sheets). Response choices were weighted from one to five with 'Not Satisfied' weighted at one and 'Extremely Satisfied' weighted at five. Scale scores were determined by summing the weights for the responses chosen for the items in each scale. A 'General Satisfaction' score was obtained by using one specific item from each of the twenty scales resulting in a score ranging from 20 - 100 (Weiss et al., 1967).

The computer scored report provided 21 scores. Output from scoring included individual raw scores, means, and standard deviations.

Raw scores from each MSQ scale were converted to percentile scores using the tables of normative data provided in the MSQ Manual (Weiss, et al., 1967). An individual's percentile score on any scale indicates his/her relative position in a norm group. A norm group for Professional Nurses exists in this manual, but data concerning the type of employment, whether in direct or non-direct patient care settings, is unclear.

Percentiles also were used to assess group satisfaction. A group should be at the 50th percentile or better for the group to be considered satisfied. When used with individuals, the percentile score of 75 or higher represents a high degree of satisfaction, a score below 25 represents low satisfaction, and those in the middle (26-74) indicate average satisfaction (Weiss et al., 1967).

It is noted that "...if many individually different people are uniformly satisfied or dissatisfied with specific aspects of the same occupation, effective reinforcers for these aspects are available or lacking in the work environment" (Weiss et al., 1967, p. 5).

Spearman rank correlation coefficients were calculated using data obtained from the Autonomy scale of the MIQ and the overall satisfaction score from the MSQ. The autonomy scale is derived from the creativity and responsibility subscales (Rounds et al., 1981.)

Pilot Study

A pilot study was conducted. The sample was comprised of 107 staff nurses whose names were supplied by their department managers. A random sample of 10

percent, 11 subjects, was chosen using the randomizer program of the Epistat Statistical Package (Gustafson, 1986). Five responses (45.5%) were received prior to the deadline. Four of these contained a completed MSQ and MIQ, one contained only a completed MSQ. The five respondents were female between the ages of 26 and 55. Two were Diploma graduates and three had BSNs. They had all been employed in Medicare for under ten years and all had been Registered Nurses for at least 2 years.

Results from the questionnaires indicated complete and consistent response from the subjects in the pilot study. Comment sheets provided with the questionnaires were returned blank. There appeared to be some difficulty with interpretation of the sample characteristics questions which read "How long have you been on your present job?", "How long have you been in this line of work?", and the years of education choices. These questions were reworded to read "How long have you been with Medicare in any location?" and "How long have you been a R.N.?" The choices of years of education had "school of nursing" added to the years of college section. These were the only changes which resulted from the pilot study.

Protection of Rights of Subjects

All methods to insure protection of the rights of subjects were reviewed by the Human Subjects Research Review Subcommittee of Drake University. Managers of the nine medical review departments were required to sign an "Agreement to Participate" form which explained that only aggregate information would be made available to them. This form was returned with the list of staff nurses from each intermediary (see Appendix E for example of the letter and form).

A cover letter which included the name and address of the researcher, a brief explanation of the reason for the study, and assurance of confidentiality of the subject's responses was included with the survey instruments (see appendix F for a copy of this letter).

The cover letter contained information on how to obtain a copy of the results of the study if the subject desired. The letter encouraged each nurse to participate, but indicated they were not obligated in any way to do so. Directions to return the surveys in the self addressed stamped enveloped attached to the questionnaire were included in the letter.

Confidentiality of the participants was maintained by

reporting only aggregate findings. Booklets and score sheets were numbered to allow for calculation of correlation coefficients. This coding also allowed the researcher to identify whether a large concentration of dissatisfaction occurred in one intermediary. Without this, the results of scoring might have appear generalized when the problem was, in fact, limited to one employer. The coding was not used to provide information or make recommendations to any one intermediary.

CHAPTER IV

Analysis of Data

Data related to the rate of return, sample characteristics, and findings related to the study questions are presented. Data related to each study question will be presented in the order previously listed. This chapter concludes with a summary of the findings.

Sample Characteristics

The sample was comprised of 107 staff nurses whose names were provided by their department managers. Responses from 59 nurses were received (55%), of which 4 were not used. Of the 4, 3 nurses were in supervisory positions and should not have been included in the sample and 1 response was received after the others had been scored. Of the 55 remaining, 53 had completed MSQs and MIQs and 2 had only completed MSQs. Of the 53, one MSQ and one MIQ were not scored because too many items were left incomplete. Additionally, the values from one MIQ were not used because the Logical Consistency Triad (LCT) score indicated a high degree of inconsistent response. This left 54 MSQ surveys

(50.5%), 51 MIQ surveys (47.7%), and 50 MSQ/MIQ pairs (46.7%) that were used to answer the study questions.

Fifty-four women and 1 man between the ages of 26 and 65 responded. There is a discrepancy between the number of total respondents and the number of usable surveys because some individuals did not complete both surveys. Of the 55 respondents, 8 had an Associate Degree, 15 had a Diploma, 23 had a Bachelor's Degree, 7 had completed some graduate study. Two subjects did not answer this question. Length of employment with Medicare ranged from 1 month to 26 years. Length of time as a Registered Nurse ranged from 4 to 40 years. The sample was older, better educated, and contained fewer males than the general population of registered nurses nationally (ANA Reference Librarian, Personal Communication, January 25, 1993) (see Table 1).

Table 1

Sample Characteristics

	Sample		National
	Number	Percent	Percent
Age			
25-34	7	12.7	29.8
35-44	18	32.7	29.5
45-54	18	32.7	19.1
55-64	11	20.0	12.3
Missing Data	1	1.9	--
	Sample		National
	Number	Percent	Percent
Sex			
Male	1	1.8	3.3
Female	54	98.2	96.7

Table 1

Sample Characteristics (cont.)

Education	Sample		National
	Number	Percent	Percent
Assoc/Diploma	23	41.8	63.2
Bachelor's	23	41.8	29.8
Grad. Study	7	12.7	7.0
Missing Data	2	3.7	--

Time with Medicare		Time as a R.N.	
Less than 2 years	8	4-5 years	1
2-5 years	30	6-10 years	12
6-10 years	11	11-20 years	15
11-20 years	3	21-30 years	16
21-26 years	3	31-40 years	11

Findings

The following discussion relates the findings from the survey questionnaires to the research questions. Information is presented in narrative and table format.

Research Question 1

What is the level (high, average, or low) of job satisfaction among nurses in one non-direct patient care setting?

Using the percentile table provided by Weiss et al. (1967), 47 nurses were at a percentile level of 25 or below, 2 nurses were at a percentile level of 26 - 74 and 5 nurses were at a percentile level of 75 or above. For individual assessment of job satisfaction, a percentile score of 75 or higher represents a high degree of satisfaction, a score below 25 represents low satisfaction, and those in the middle (26-74) indicate average satisfaction (see Table 2).

Table 2

Minnesota Satisfaction Questionnaire Results

Percentile Level	Level of Satisfaction	Number of Nurses	Percent of Respondents
0 - 25	Low	47	87.0
26 - 74	Average	2	3.7
75 - 100	High	5	9.3

The group average on the general satisfaction scale was 58.875 (of 100) which falls at the 4 percentile level. A group must be at the 50th percentile or higher to be considered satisfied. A 4 percentile level indicates a very low level of satisfaction for the group.

While overall satisfaction scores were low, the group rated some of the needs as "satisfied". The three needs rated the highest were moral values, coworkers, and independence. Of a possible score of 25 for each value, the mean score for satisfaction with moral values (ability to do the work without feeling that it is morally wrong) was 18.356. The group found

it easy to make friends with their coworkers. The mean score for this need was 17.537. The group also scored independence (ability to work alone) high with a mean scale score of 17.194. They were least satisfied, with a mean scale score of 12.278, with the opportunities for advancement in this job.

Research Question 2

Which emotional/vocational needs are most important for job satisfaction of nurses employed in this same non-direct patient care setting?

Each of the 20 vocational needs measured by the MIQ are rated with the mean score of the specific questions for that need. The mean score may range from -4.0 (not important) to +4.0 (very important). The 20 needs are then grouped into 6 underlying values and a mean score between -4.0 and +4.0 is calculated. The six values and a brief description are:

Achievement - an environment that encourages accomplishment;

Comfort - an environment that is comfortable and non-stressful;

Status - an environment that provides recognition and prestige;

Altruism - an environment that fosters harmony with and service to others;

Safety - an environment that is predictable and stable; and

Autonomy - an environment that stimulates initiative (Rounds et al., 1981).

The mean scores of the six values for the sample are listed in descending order of importance to the respondents: achievement 1.673; safety 1.278; altruism 1.010; autonomy 0.955; comfort 0.825; and status 0.357. Rounds et al. (1981) define scores below 0.0 as unimportant, scales from 0.0 to 0.9 as somewhat important, scores from 1.0 to 1.49 as important, and scores of 1.5 and greater as highly important.

Occupational Reinforcer Pattern (ORP) scores represent the value of reinforcers available in the work environment as rated by supervisors in a given work environment. ORP scores can range from -4.0 to +4.0 in the same manner as the MIQ scores. A comparison of the mean MIQ scores from this study and the scale scores on the ORP for Professional Nurses (Stewart et al., 1986) is found in Table 3.

Table 3

Minnesota Importance Questionnaire Results

Scale	ORP Score	Sample Mean
Achievement	1.09	1.673
Safety	0.05	1.278
Altruism	1.21	1.010
Autonomy	0.74	0.955
Comfort	0.55	0.825
Status	0.14	0.357

Research Question 3

Is there a correlation between a nurse's value of autonomy and his/her job satisfaction in this non-direct patient care setting?

Spearman rank correlation was determined using Mynstat Statistical Applications software (Hale, 1990). Paired data of job satisfaction general scores from the MSQ and autonomy scale scores from the MIQ resulted in an r_s of -0.100. No correlation exists between the nurse's need for autonomy and job satisfaction in this non-patient care setting.

Summary

The respondents from the sample population were older and had more education than the general population of nurses nationally. Given the 50% response rate, it is not possible to determine if the sample population as a whole meets the same age, gender, and education criteria. The respondents may only be indicative of that population which is willing to complete questionnaires or those who are the most unhappy in their jobs.

Individually, 87% of the nurses indicated a low level of satisfaction with their jobs. As a group they indicated a very low level of satisfaction. They were most satisfied with the moral climate, friendliness of coworkers and independent work environment. They were least satisfied with the opportunities for advancement.

As a group, the sample identified achievement, i.e., working in an environment that encourages accomplishment, to be the most important reinforcer for job satisfaction. The least important reinforcer identified was status. This reinforcer is defined as an environment that provides recognition and prestige.

Finally, no correlation between autonomy and job satisfaction was found. While the nurses placed fairly high importance on autonomy, it did not directly correlate with their level of job satisfaction or dissatisfaction.

CHAPTER V

Discussion of Results

This chapter contains a discussion of the findings, implications of these findings for nursing, recommendations for further research on job satisfaction for nurses employed in non-patient care settings, and limitations of the study. The chapter concludes with a summary of the study.

The purposes of this study were to answer three research questions:

1. What is the level (high, average, or low) of job satisfaction among nurses employed in one non-direct patient care setting?
2. Which emotional/vocational needs are most important for job satisfaction of nurses employed in this same non-direct patient care setting?
3. Is there a correlation between a nurse's value of autonomy and his/her job satisfaction in this non-direct patient care setting?

Discussion of the Findings

Findings of this study are discussed as they relate to Rogers' (1970) conceptual framework for nursing and the Theory of Work Adjustment (Davis et

al., 1968). The findings then are compared to other studies in the literature.

Rogers' Theoretical Basis of Nursing and the
Theory of Work Adjustment

Both conceptual frameworks are based on the premise that there is an integral relationship between person and environment. Both frameworks also stress the continuous and dynamic process by which this relationship exists.

Rogers stresses that human beings and environments are irreducible and different from the sum of their parts. This concept was demonstrated by the MSQ results. While most of the nurses were generally satisfied with some factors in the job such as moral climate, coworkers friendliness, working conditions, supervisor's knowledge and ability, and personal responsibility, they were not very satisfied with many other aspects. These included, but were not limited to, creativity, variety of work, advancement potential, and compensation. If only the individual scales scores for each need are reviewed, a pattern of gross dissatisfaction is not apparent. Yet individually, 87% of the nurses rated their job satisfaction as low and

the group as a whole rated job satisfaction as very low.

The Theory of Work Adjustment stresses the need for a harmonious relationship between the individual and the work environment. The individual must be suitable to the work environment and the environment to the individual for correspondence to occur. This suitability factor may explain some of the low satisfaction scores. Nurses' education revolves around patient care, both from the stand point of scientific understanding and technical knowledge and skills. Medical review nurses use the scientific knowledge but none of the previously learned technical skills. Instead they are learning and using highly technical clerical skills. The satisfaction of helping others recover from illness is absent. Praise from a supervisor for excelling in quantity of claims reviewed or quality of decisions may not equate with the satisfaction found in patient care settings where nurses can view the result of their care in health outcomes for clients. This was demonstrated by low mean scale scores on the social services and social status scales of the MSQ. Interestingly, this group

rated low satisfaction on the social service and social status scales and rated these same scales as not very important on the MIQ. This demonstrates how little of this reinforcer is present in the medical review position. For correspondence to occur in the medical review environment, satisfiers/reinforcers other than praise must be found.

Rogers (1970) believes that changes in the life processes in human beings are inseparable from environmental changes, that these changes are rhythmical in nature, and grow increasingly more complex in man and environment. The Theory of Work Adjustment (Dawis et al., 1968) holds as a basic assumption the need for an individual to seek correspondence with his environment. Achieving and maintaining this correspondence are basic motives of human behavior.

Comparing the MIQ results from the sample and the ORPs for nurses in patient care settings suggests, from a speculative standpoint, that the respondents' needs were not being met, thus the change in job to medical review. Consistently, the sample mean scores on the MIQ were much higher than the ORP scores which indicate

reinforcer availability. There are no ORP scores available for the specific medical review position, so direct comparison is not possible.

Rogers (1970) perceives human beings as open systems exchanging materials and energy with the environment in a dynamic process. Human beings are self-regulatory and seek order and organization to maintain integrity while undergoing constant change. The Theory of Work Adjustment (Dawis, et al., 1968) suggests that human beings only achieve correspondence when the individual is able to fulfill the requirements of the work environment and the work environment fulfills the requirements of the individual. This occurs when the individual brings necessary skills to the work environment and the work environment provides rewards to the individual such as wages, prestige, or personal relationships.

In general, the nurses bring all the knowledge and ability necessary for the job. The only elements they must learn are the specific coverage criteria for Medicare and how to use the computer system.

However, the MSQ scores indicate that the work environment is not providing all the rewards perceived

necessary by the nurses. Thirteen of the 20 reinforcer scales on the MSQ had mean scale scores less than 15. The four least satisfying reinforcers are: advancement, 12.278; compensation, 13.167; creativity, 13.167; and security, 13.292. These were followed closely by social services and social status, both at a mean scale score of 13.389.

Comparison With Other Studies

A brief review of the studies outlined in the review of the literature and a comparison of the finding from the sample follows. Only those studies which allow comparison are included in this section.

Blalack (1986) found security and social needs the most fulfilled and autonomy the least fulfilled need for staff nurses in a large metropolitan hospital. Responses to the co-worker category on the MSQ indicate satisfaction with that aspect of social needs. However, the mean score on the social status scale indicate they are not very satisfied with their ability "to be somebody" based on their job in medical review. These findings may indicate that nurses, regardless of the setting, provide support to one another. But nurses working in patient care are more readily

identified by the public as providing a valued service while medical review nurses are often categorized as working outside of nursing.

While there have been changes and lay offs in hospitals, there will always be sick people who require the care of nurses. This provides some sense of security to nurses employed by hospitals. In Medicare medical review, budgets and work load are changed yearly by Congress and the HCFA. This often results in extreme changes in staffing based on political activity outside the nurses' control. The threat of lay-offs annually at budget time may diminish any sense of job security.

Blalack (1986) also identified nurses' ability to help others and a feeling of accomplishment as two of the most important aspects of their job. Medical review nurses in this study were only slightly satisfied with social services and achievement attaining mean scores of 13.389 and 14.444 respectively. Since medical review activities are aimed at policing providers of care, the aspect of helping others, as suggested by Blalack (1986), is not as obvious in this study as in patient care settings.

Fernandez et al. (1990) concluded that most hygiene needs, as defined by Herzberg et al. (1959) are being addressed by hospitals, but that higher level needs are not always met. They suggest that increased autonomy and professional control of practice may increase satisfaction and nurse retention.

The MSQ mean scale scores in this study indicate that the medical review nurses do not feel all the hygiene factors are being addressed. Scale scores for company policies and practices, compensation, security, variety, and working conditions were all at the "only slightly satisfied" level. The only hygiene factor that had a mean scale score at the satisfied level is activity, defined as the ability to be busy all the time. Scores on many of the scales that reflect higher level needs were also at the "only slightly satisfied" level. These include ability utilization, achievement, advancement, authority, creativity, recognition, social services, and social status.

Pincus (1986), concerned that determinants of nurses' job satisfaction were more complex and situation specific than the Herzberg et al. (1959) theory indicates, investigated communication as a

variable for job satisfaction. He found that certain aspects of communication, especially communication with the supervisor, a good communication climate, personal feedback and communication with top-level executives are influential contributors to nurses' job satisfaction. While there is not a communication scale on the MSQ, it was interesting to look at the scale mean scores for supervision - human relations and supervision - technical, which appear to demonstrate this same phenomenon. Both were rated as satisfactory by the group with mean scale scores of 15.630 and 15.787. Individually, many questionnaires had responses which consistently demonstrated low satisfaction with everything except the supervisors.

Studies by Duxbury et al. (1984) and Gulotta (1986-87), both of which utilized the MSQ and other instruments for data collection, further demonstrated the importance of leadership to job satisfaction. Duxbury et al. (1984) concluded that the leadership dimension of consideration was related to staff nurse satisfaction. Gulotta (1986-87) found that job satisfaction was related directly to the uniqueness of working in a correctional facility and the support of

nursing administration. The support of nursing administration, i.e. supervisors, was demonstrated in this study by the "satisfied" level of response on the two supervision scale scores.

Implications for Nursing

Chandler (1990), Fernandez et al. (1990), and Jones (1990) have identified the cost of nursing turnover at \$2000 to \$15,152 per nurse. The difference in cost appears to be dependent on the depth to which the researcher investigated actual cost incurred and the cost of recruitment activities performed. These numbers are consistent for Medical review nurses. Addressing the issues that are causing or contributing to job dissatisfaction may reduce the cost and loss of productivity caused by turnover.

The sample as a whole is least satisfied with the opportunity for advancement. While there are limited numbers of supervisory positions available, the implementation of a career ladder program, with salaries based on ability to perform multiple functions in the department, is one way to allow opportunities for advancement. An example of a career ladder might include: Level I - review of home health prepayment

claims only; Level II - review of 3-4 claims types and reconsiderations; Level III - onsite and inhouse compliance audits and provider education.

These steps would be cumulative and could prepare individuals for supervisory positions as they become available. Salaries could increase at each level. The program could be voluntary so that only those who want the challenge progress through the levels and are rewarded for their effort. This type of career ladder also increases staff flexibility and enables the group to change rapidly as workload by claim type changes.

A second concern of the sample included ability utilization and creativity. As Fernandez (1990) suggested, nurses need to be empowered and to feel they have some professional control of their practice. Apparently nurses in this study did not feel empowered. The reason for this may be that medical review nurses are given little opportunity to provide input into daily work processes. Medicare changes rapidly and changes in methods of completing the workload are a constant challenge to supervisors. Two ways to give nurses some professional control may be through the use of participatory management and quality circles.

Nurses are intelligent, educated, creative people who learned problem solving through use of nursing process. Use of either of the above forums might reduce stress on supervisors and increase job satisfaction for the staff nurse.

Finally, this group of nurses was only slightly satisfied with working conditions and salary. Nurses are not used to sitting at a desk for eight hours. Solutions to this uncomfortable situation might include work stations which are ergonomically designed to prevent fatigue and injury. Employees also should be encouraged and given time to do exercises at their desk to relieve fatigue and strain. The cost of this equipment and time could save some money now spent on sick leave and workers' compensation claims.

Nurses who are used to working as non-exempt hourly employees in hospitals often have a hard time understanding why they are exempt employees in the business world. It is also difficult initially to understand why they are paid less for the same knowledge when working in a business environment. Human Resources or other management personnel responsible for salary administration could meet with

the nurses to explain this phenomenon and answer their questions. Knowledge and understanding of the salary package might reduce the frustration nurses often feel.

Recommendations for Further Research

There have been many studies on job satisfaction of nurses employed in patient care settings. As the health care delivery system changes, more nurses are entering positions where patient care or supervision of those providing patient care is not required. More emphasis needs to be placed on evaluating job satisfaction in these non-patient care settings.

Recommendations for further study include a replication of this study with the questionnaires administered in a group with a test administrator at each site. Use of a test administrator and time off the job to complete the questionnaires might increase the response rate. A higher response rate would provide a more accurate picture of the level of satisfaction with the medical review job and reduce self-selection bias.

Studies using the same instruments but different groups of nurses are also suggested. Use of the same instruments is encouraged because use of various

instruments in the past, some of which were neither valid nor reliable, has made it impossible to compare job satisfaction studies. The following discussion elaborates on these potential groups for further study.

A group of Medicare Part A fiscal intermediary medical review nurses from a 4-5 state area or Medicare Part B carrier medical review nurses from a 4-5 state area, would provide a sample population for a study that closely parallels this one. While Medicare Part B guidelines are slightly less open to interpretation by the nurses than Part A guidelines, the general work process is the same.

Job satisfaction of nurses employed as managed care coordinators by private insurance companies in a large city or small state, nurses employed in medical review by state Medicaid programs in a 4-5 state area, or nurses employed as state surveyors of health care providers in a 4-5 state area could be examined in another, similar study. These groups may have some contact with patients, but still do not provide direct hands-on patient care.

A comparison study between a group of nurses employed in a non-patient care setting and a group of

nurses employed in a patient care setting is needed. The patient care nurses could come from a hospital, skilled nursing facility, nursing home, public health agency, home health care agency, or hospice. This study would help determine whether there is any difference in level of satisfaction between the two groups, and if so, which reinforcers are perceived as different. This study might also demonstrate whether lack of direct patient care is actually the underlying cause of dissatisfaction for the medical review nurses.

The above recommended size parameters should provide an adequate sample size. In most cases, the geographic areas suggested can be traveled by automobile to provide an onsite administrator for the questionnaires. If travel is not possible, the researcher may be able to negotiate with management to have a non-management person administer the questionnaires.

Finally, supervisors in each of the above groups should be asked to complete the Minnesota Job Description Questionnaire (MJDQ). This will establish an ORP for nurses in non patient care settings. Establishment of an ORP for nurses in non-direct

patient care settings must occur before pre-employment screening using the MIQ can be tried.

Limitations

The primary limitation of this study is its lack of generalizability. The use of a convenient sample of subjects whose basic responsibilities are all very similar and the fact that this study provides only descriptive information make generalizability to all nurses in non-direct patient care settings impossible. The use of mailed questionnaires has two inherent drawbacks. The first is the low number of expected respondents, often less than 40-50 percent, and second, the inability to check the responses given. Although there are recommendations related to methods to increase responses; i.e., paying respondents, sending follow up questionnaires, and interviewing a random sample of non-respondents (Helmstadter, 1970, Kerlinger, 1986), these options either were not financially feasible or would have compromised the confidentiality of the non-respondents by calling them at their work place.

Summary

One hundred seven nurses employed by nine insurance companies across the United States to review Medicare Part A claims were asked to complete the Minnesota Satisfaction Questionnaire and the Minnesota Importance Questionnaire. The questionnaire were returned to the researcher by mail and computer scored by the University of Minnesota, Department of Vocational Psychology Research.

Individually, 87% of the respondents indicated low levels of job satisfaction, 3.7% indicated average levels of job satisfaction, and 9.3% indicated high levels of satisfaction. The group, as a whole, indicated a very low level of satisfaction.

By completing the MIQ, the respondents ranked vocational needs in order of importance to them. These were grouped into six values and ranked in the following order from most to least important: achievement, safety, altruism, autonomy, comfort, and status. No correlation was found related to the need for autonomy and it's relationship to jobs satisfaction.

Congruence between Rogers' (1970) conceptual framework for nurses and the Theory of Work Adjustment (Dawis et al., 1968) was demonstrated. Job satisfaction was found to exist only at a very low level for nurses working in medical review. Specific areas of need reinforcement were identified and suggestions made for possible change to provide these reinforcers. Limitations were identified and recommendations for further study were suggested.

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Appendix A

Minnesota Importance Questionnaire

Do not write on this booklet

minnesota importance questionnaire

1975 Edition

paired form

Vocational Psychology Research

UNIVERSITY OF MINNESOTA

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Directions

The purpose of this questionnaire is to find out what you consider **important** in your **ideal job**, the kind of job you would most like to have.

On the following pages you will find **pairs** of statements about work.

- Read each **pair** of statements carefully.
- Decide which statement of the **pair** is **more** important to you in your **ideal** job.
- For each pair mark your choice on the answer sheet. **Do not mark this booklet.** (Directions on how to mark the answer sheet are given below.)

Do this for **all** pairs of statements. Work as rapidly as you can. Read each pair of statements, mark your choice, then move on to the next pair. Be sure to make a choice for **every** pair. **Do not** go back to change your answer to any pair.

Remember: You are to decide which statement of the pair is **more important** to **you** in your **ideal** job. Mark your choice on the answer sheet, **not** on this booklet.

How to Mark the Answer Sheet

First of all


Print your name in the space provided, and fill in the other information requested.

To fill in the answer sheet


Start where it is marked "Page 1."

There is a box for each pair of statements. The number in the middle of the box is the number of that pair. "a" and "b" in the box stand for the two statements of the pair.

If you think statement "a" is more important to you than statement "b", mark an "X" over the "a" on the answer sheet, as shown in the example below:

page 1		a	a
	1	2	3
	b	b	b

However, if you think statement "b" is more important to you than statement "a", mark an "X" over the "b" on the answer sheet, as shown in the example below:

page 1	a	a	a
		2	3
	b	b	b

Mark Only One Answer for Each Pair of Statements.

Mark **either** "a" or "b" for each pair. **Do this for all pairs of statements.** Remember, **do not** mark your answer on this booklet. Use the answer sheet.

Ask yourself: Which is **more important** to me in my **ideal** job?

1. a. I could be busy all the time.
OR
b. The job would provide an opportunity for advancement.
2. a. I could try out some of my own ideas.
OR
b. My co-workers would be easy to make friends with.
3. a. The job could give me a feeling of accomplishment.
OR
b. I could do something that makes use of my abilities.
4. a. The company would administer its policies fairly.
OR
b. I could be busy all the time.
5. a. I could try out some of my own ideas.
OR
b. I could be "somebody" in the community.
6. a. The job would provide an opportunity for advancement.
OR
b. My co-workers would be easy to make friends with.
7. a. I could tell people what to do.
OR
b. I could work alone on the job.
8. a. I could get recognition for the work I do.
OR
b. The company would administer its policies fairly.
9. a. My co-workers would be easy to make friends with.
OR
b. The job would provide for steady employment.
10. a. The job could give me a feeling of accomplishment.
OR
b. The job would provide an opportunity for advancement.
11. a. My boss would train the workers well.
OR
b. I could work alone on the job.
12. a. I could do the work without feeling that it is morally wrong.
OR
b. The job would have good working conditions.

Ask yourself: Which is **more important** to me in my **ideal** job?

13. a. I could be busy all the time.
OR
b. The job could give me a feeling of accomplishment.
14. a. I could do something that makes use of my abilities.
OR
b. The job would provide an opportunity for advancement.
15. a. I could tell people what to do.
OR
b. The company would administer its policies fairly.
16. a. My co-workers would be easy to make friends with.
OR
b. My pay would compare well with that of other workers.
17. a. I could try out some of my own ideas.
OR
b. I could work alone on the job.
18. a. I could get recognition for the work I do.
OR
b. I could do the work without feeling that it is morally wrong.
19. a. The job would provide for steady employment.
OR
b. I could make decisions on my own.
20. a. I could do things for other people.
OR
b. I could be "somebody" in the community.
21. a. My boss would back up the workers (with top management).
OR
b. My boss would train the workers well.
22. a. The job would have good working conditions.
OR
b. I could do something different every day.
23. a. I could do something that makes use of my abilities.
OR
b. I could be busy all the time.
24. a. The job could give me a feeling of accomplishment.
OR
b. I could tell people what to do.

Ask yourself: Which is **more important** to me in my **ideal** job?

- 25. a. The company would administer its policies fairly.
OR
b. The job would provide an opportunity for advancement.
- 26. a. I could do something that makes use of my abilities.
OR
b. My co-workers would be easy to make friends with.
- 27. a. I could try out some of my own ideas.
OR
b. The job could give me a feeling of accomplishment.
- 28. a. I could be busy all the time.
OR
b. I could work alone on the job.
- 29. a. The job would provide an opportunity for advancement.
OR
b. I could do the work without feeling that it is morally wrong.
- 30. a. I could tell people what to do.
OR
b. I could get recognition for the work I do.
- 31. a. The company would administer its policies fairly.
OR
b. I could make decisions on my own.
- 32. a. The job would provide for steady employment.
OR
b. My pay would compare well with that of other workers.
- 33. a. I could do things for other people.
OR
b. My co-workers would be easy to make friends with.
- 34. a. My boss would back up the workers (with top management).
OR
b. I could work alone on the job.
- 35. a. I could do the work without feeling that it is morally wrong.
OR
b. My boss would train the workers well.
- 36. a. I could do something different every day.
OR
b. I could get recognition for the work I do.

Ask yourself: Which is **more important** to me in my **ideal** job?

37. a. I could make decisions on my own.
OR
b. The job would have good working conditions.
38. a. I could do something that makes use of my abilities.
OR
b. I could tell people what to do.
39. a. The company would administer its policies fairly.
OR
b. The job could give me a feeling of accomplishment.
40. a. I could be busy all the time.
OR
b. My pay would compare well with that of other workers.
41. a. I could try out some of my own ideas.
OR
b. I could tell people what to do.
42. a. I could get recognition for the work I do.
OR
b. My co-workers would be easy to make friends with.
43. a. The company would administer its policies fairly.
OR
b. I could work alone on the job.
44. a. I could do the work without feeling that it is morally wrong.
OR
b. My pay would compare well with that of other workers.
45. a. I could make decisions on my own.
OR
b. I could try out some of my own ideas.
46. a. The job would provide for steady employment.
OR
b. I could work alone on the job.
47. a. I could do things for other people.
OR
b. I could do the work without feeling that it is morally wrong.
48. a. I could get recognition for the work I do.
OR
b. I could help "somebody" in the community.

Ask yourself: Which is **more important** to me in my **ideal** job?

49. a. I could make decisions on my own.
OR
b. My boss would back up the workers (with top management).
50. a. The job would provide for steady employment.
OR
b. My boss would train the workers well.
51. a. I could do something different every day.
OR
b. I could do things for other people.
52. a. The job would have good working conditions.
OR
b. I could be "somebody" in the community.
53. a. I could tell people what to do.
OR
b. I could be busy all the time.
54. a. The job would provide an opportunity for advancement.
OR
b. My pay would compare well with that of other workers.
55. a. I could do something that makes use of my abilities.
OR
b. The company would administer its policies fairly.
56. a. I could be busy all the time.
OR
b. My co-workers would be easy to make friends with.
57. a. The job could give me a feeling of accomplishment.
OR
b. My pay would compare well with that of other workers.
58. a. I could try out some of my own ideas.
OR
b. The job would provide an opportunity for advancement.
59. a. The company would administer its policies fairly.
OR
b. I could do the work without feeling that it is morally wrong.
60. a. I could get recognition for the work I do.
OR
b. My pay would compare well with that of other workers.

Ask yourself: Which is **more important** to me in my **ideal** job?

61. a. My co-workers would be easy to make friends with.
OR
b. I could make decisions on my own.

62. a. The job would provide for steady employment.
OR
b. I could try out some of my own ideas.

63. a. I could work alone on the job.
OR
b. I could do things for other people.

64. a. I could be "somebody" in the community.
OR
b. I could do the work without feeling that it is morally wrong.

65. a. The job would provide an opportunity for advancement.
OR
b. I could tell people what to do.

66. a. My boss would train the workers well.
OR
b. I could make decisions on my own.

67. a. The job would provide for steady employment.
OR
b. I could do something different every day.

68. a. I could do things for other people.
OR
b. The job would have good working conditions.

69. a. My boss would back up the workers (with top management).
OR
b. I could get recognition for the work I do.

70. a. My co-workers would be easy to make friends with.
OR
b. I could tell people what to do.

71. a. The company would administer its policies fairly.
OR
b. I could try out some of my own ideas.

72. a. My pay would compare well with that of other workers.
OR
b. I could work alone on the job.

Ask yourself: Which is **more important** to me in my **ideal** job?

73. a. I could do the work without feeling that it is morally wrong.
OR
b. My co-workers would be easy to make friends with.
74. a. My boss would back up the workers (with top management).
OR
b. The job would have good working conditions.
75. a. I could work alone on the job.
OR
b. I could make decisions on my own.
76. a. The job would provide for steady employment.
OR
b. I could do the work without feeling that it is morally wrong.
77. a. I could get recognition for the work I do.
OR
b. I could do things for other people.
78. a. I could be "somebody" in the community.
OR
b. I could make decisions on my own.
79. a. My boss would back up the workers (with top management).
OR
b. The job would provide for steady employment.
80. a. My boss would train the workers well.
OR
b. I could do things for other people.
81. a. I could do something different every day.
OR
b. I could be "somebody" in the community.
82. a. I could get recognition for the work I do.
OR
b. I could try out some of my own ideas.
83. a. My pay would compare well with that of other workers.
OR
b. I could tell people what to do.
84. a. I could do something that makes use of my abilities.
OR
b. The job would have good working conditions.

Ask yourself: Which is **more important** to me in my **ideal** job?

85. a. I could do something different every day.
OR
b. The job could give me a feeling of accomplishment.
86. a. My boss would train the workers well.
OR
b. I could be busy all the time.
87. a. My co-workers would be easy to make friends with.
OR
b. The company would administer its policies fairly.
88. a. My pay would compare well with that of other workers.
OR
b. I could try out some of my own ideas.
89. a. I could do something that makes use of my abilities.
OR
b. I could do something different every day.
90. a. The job could give me a feeling of accomplishment.
OR
b. The job would have good working conditions.
91. a. I could work alone on the job.
OR
b. My co-workers would be easy to make friends with.
92. a. I could do the work without feeling that it is morally wrong.
OR
b. I could try out some of my own ideas.
93. a. I could get recognition for the work I do.
OR
b. The job would provide for steady employment.
94. a. My boss would train the workers well.
OR
b. I could do something that makes use of my abilities.
95. a. I could be busy all the time.
OR
b. The job would have good working conditions.
96. a. I could do things for other people.
OR
b. I could make decisions on my own.

Ask yourself: Which is **more important** to me in my **ideal** job?

97. a. The job would provide for steady employment.
OR
b. I could be "somebody" in the community.
98. a. I could work alone on the job.
OR
b. I could get recognition for the work I do.
99. a. I could do things for other people.
OR
b. My boss would back up the workers (with top management).
100. a. I could make decisions on my own.
OR
b. I could do the work without feeling that it is morally wrong.
101. a. My boss would train the workers well.
OR
b. I could be "somebody" in the community.
102. a. My boss would back up the workers (with top management).
OR
b. I could do something different every day.
103. a. I could get recognition for the work I do.
OR
b. I could make decisions on my own.
104. a. I could be busy all the time.
OR
b. I could do something different every day.
105. a. My boss would train the workers well.
OR
b. The job could give me a feeling of accomplishment.
106. a. The job would have good working conditions.
OR
b. The job would provide an opportunity for advancement.
107. a. My pay would compare well with that of other workers.
OR
b. The company would administer its policies fairly.
108. a. I could do the work without feeling that it is morally wrong.
OR
b. I could work alone on the job.

Ask yourself: Which is **more important** to me in my **ideal** job?

109. a. My boss would train the workers well.
OR
b. The job would have good working conditions.
110. a. My boss would back up the workers (with top management).
OR
b. I could do something that makes use of my abilities.
111. a. The job would provide for steady employment.
OR
b. I could do things for other people.
112. a. The job could give me a feeling of accomplishment.
OR
b. My co-workers would be easy to make friends with.
113. a. I could do something different every day.
OR
b. My boss would train the workers well.
114. a. I could do things for other people.
OR
b. I could try out some of my own ideas.
115. a. I could do something that makes use of my abilities.
OR
b. I could be "somebody" in the community.
116. a. My boss would back up the workers (with top management).
OR
b. The job could give me a feeling of accomplishment.
117. a. The job would provide an opportunity for advancement.
OR
b. I could do something different every day.
118. a. I could tell people what to do.
OR
b. The job would have good working conditions.
119. a. I could do the work without feeling that it is morally wrong.
OR
b. My boss would back up the workers (with top management).
120. a. My pay would compare well with that of other workers.
OR
b. I could make decisions on my own.

Ask yourself: Which is **more important** to me in my **ideal** job?

121. a. I could be "somebody" in the community.
OR
b. I could work alone on the job.
122. a. My boss would train the workers well.
OR
b. I could get recognition for the work I do.
123. a. I could make decisions on my own.
OR
b. I could do something different every day.
124. a. The job would have good working conditions.
OR
b. The job would provide for steady employment.
125. a. My pay would compare well with that of other workers.
OR
b. I could do something that makes use of my abilities.
126. a. I could do something different every day.
OR
b. I could tell people what to do.
127. a. My boss would back up the workers (with top management).
OR
b. I could be "somebody" in the community.
128. a. I could try out some of my own ideas.
OR
b. I could be busy all the time.
129. a. I could work alone on the job.
OR
b. The job would provide an opportunity for advancement.
130. a. I could tell people what to do.
OR
b. I could do the work without feeling that it is morally wrong.
131. a. The job would have good working conditions.
OR
b. The company would administer its policies fairly.
132. a. My boss would train the workers well.
OR
b. The job would provide an opportunity for advancement.

Ask yourself: Which is **more important** to me in my **ideal** job?

133. a. My boss would back up the workers (with top management).
 OR
 b. I could be busy all the time.
134. a. The job could give me a feeling of accomplishment.
 OR
 b. I could be "somebody" in the community.
135. a. I could do something that makes use of my abilities.
 OR
 b. I could do things for other people.
136. a. I could do the work without feeling that it is morally wrong.
 OR
 b. I could do something different every day.
137. a. The job would have good working conditions.
 OR
 b. I could get recognition for the work I do.
138. a. My pay would compare well with that of other workers.
 OR
 b. I could do things for other people.
139. a. I could be "somebody" in the community.
 OR
 b. My co-workers would be easy to make friends with.
140. a. I could try out some of my own ideas.
 OR
 b. My boss would back up the workers (with top management).
141. a. The job could give me a feeling of accomplishment.
 OR
 b. I could work alone on the job.
142. a. I could do the work without feeling that it is morally wrong.
 OR
 b. I could be busy all the time.
143. a. The job would provide an opportunity for advancement.
 OR
 b. I could get recognition for the work I do.
144. a. I could tell people what to do.
 OR
 b. I could make decisions on my own.

Ask yourself: Which is **more important** to me in my **ideal** job?

145. a. The company would administer its policies fairly.
OR
b. The job would provide for steady employment.
146. a. I could try out some of my own ideas.
OR
b. I could do something that makes use of my abilities.
147. a. My pay would compare well with that of other workers.
OR
b. The job would have good working conditions.
148. a. I could do something different every day.
OR
b. The company would administer its policies fairly.
149. a. My boss would train the workers well.
OR
b. I could tell people what to do.
150. a. My boss would back up the workers (with top management).
OR
b. The job would provide an opportunity for advancement.
151. a. I could be busy all the time.
OR
b. I could be "somebody" in the community.
152. a. I could do things for other people.
OR
b. The job could give me a feeling of accomplishment.
153. a. I could do something that makes use of my abilities.
OR
b. The job would provide for steady employment.
154. a. I could do something different every day.
OR
b. I could work alone on the job.
155. a. I could try out some of my own ideas.
OR
b. My boss would train the workers well.
156. a. My co-workers would be easy to make friends with.
OR
b. My boss would back up the workers (with top management).

Ask yourself: Which is **more important** to me in my **ideal** job?

157. a. I could be "somebody" in the community.
OR
b. My pay would compare well with that of other workers.
158. a. I could do things for other people.
OR
b. The company would administer its policies fairly.
159. a. The job would provide for steady employment.
OR
b. I could tell people what to do.
160. a. The job would provide an opportunity for advancement.
OR
b. I could make decisions on my own.
161. a. I could be busy all the time.
OR
b. I could get recognition for the work I do.
162. a. I could do the work without feeling that it is morally wrong.
OR
b. The job could give me a feeling of accomplishment.
163. a. I could work alone on the job.
OR
b. I could do something that makes use of my abilities.
164. a. The job would have good working conditions.
OR
b. My co-workers would be easy to make friends with.
165. a. I could do something different every day.
OR
b. My pay would compare well with that of other workers.
166. a. My boss would train the workers well.
OR
b. The company would administer its policies fairly.
167. a. I could tell people what to do.
OR
b. My boss would back up the workers (with top management).
168. a. The job would provide an opportunity for advancement.
OR
b. I could be "somebody" in the community.

Ask yourself: Which is **more important** to me in my **ideal** job?

169. a. I could do things for other people.
OR
b. I could be busy all the time.
170. a. The job could give me a feeling of accomplishment.
OR
b. The job would provide for steady employment.
171. a. I could make decisions on my own.
OR
b. I could do something that makes use of my abilities.
172. a. I could work alone on the job.
OR
b. The job would have good working conditions.
173. a. I could do something different every day.
OR
b. I could try out some of my own ideas.
174. a. My co-workers would be easy to make friends with.
OR
b. My boss would train the workers well.
175. a. My boss would back up the workers (with top management).
OR
b. My pay would compare well with that of other workers.
176. a. I could be "somebody" in the community.
OR
b. The company would administer its policies fairly.
177. a. I could tell people what to do.
OR
b. I could do things for other people.
178. a. The job would provide an opportunity for advancement.
OR
b. The job would provide for steady employment.
179. a. I could be busy all the time.
OR
b. I could make decisions on my own.
180. a. I could get recognition for the work I do.
OR
b. The job could give me a feeling of accomplishment.

Ask yourself: Which is **more important** to me in my **ideal** job?

181. a. I could do something that makes use of my abilities.
OR
b. I could do the work without feeling that it is morally wrong.
182. a. The job would have good working conditions.
OR
b. I could try out some of my own ideas.
183. a. My co-workers would be easy to make friends with.
OR
b. I could do something different every day.
184. a. My boss would train the workers well.
OR
b. My pay would compare well with that of other workers.
185. a. The company would administer its policies fairly.
OR
b. My boss would back up the workers (with top management).
186. a. I could tell people what to do.
OR
b. I could be "somebody" in the community.
187. a. The job would provide an opportunity for advancement.
OR
b. I could do things for other people.
188. a. I could be busy all the time.
OR
b. The job would provide for steady employment.
189. a. I could make decisions on my own.
OR
b. The job could give me a feeling of accomplishment.
190. a. I could get recognition for the work I do.
OR
b. I could do something that makes use of my abilities.

Please continue on the next page.

On this page consider each statement and decide whether or not it is **important** to have in your **ideal job**.

—If you think that the statement is **important** for your **ideal job**, mark an X in the “**Yes**” box on your answer sheet.

—If you think that the statement is **not important** for your **ideal job**, mark an X in the “**No**” box on your answer sheet.

On my **ideal job** it is important that . . .

- 191. I could do something that makes use of my abilities.
- 192. the job could give me a feeling of accomplishment.
- 193. I could be busy all the time.
- 194. the job would provide an opportunity for advancement.
- 195. I could tell people what to do.
- 196. the company would administer its policies fairly.
- 197. my pay would compare well with that of other workers.
- 198. my co-workers would be easy to make friends with.
- 199. I could try out some of my own ideas.
- 200. I could work alone on the job.
- 201. I could do the work without feeling that it is morally wrong.
- 202. I could get recognition for the work I do.
- 203. I could make decisions on my own.
- 204. the job would provide for steady employment.
- 205. I could do things for other people.
- 206. I could be “somebody” in the community.
- 207. my boss would back up the workers (with top management).
- 208. my boss would train the workers well.
- 209. I could do something different every day.
- 210. the job would have good working conditions.

<p>Please check your answer sheet to see that you have marked only one choice in each of the 210 boxes.</p>

Appendix B

Minnesota Satisfaction Questionnaire

minnesota satisfaction questionnaire

1967 Revision



Vocational Psychology Research
UNIVERSITY OF MINNESOTA

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Confidential

Your answers to the questions and all other information you give us will be held in strictest confidence.

Name _____ Today's Date _____ 19____
Please Print

1. Check one: ☐ Male ☐ Female

2. When were you born? _____ 19____

3. Circle the number of years of schooling you completed:

4 5 6 7 8

Grade School

9 10 11 12

High School

13 14 15 16

College

17 18 19 20

Graduate or
Professional School

4. What is your present job called? _____

5. What do you do on your present job? _____

6. How long have you been on your present job? _____ years _____ months

7. What would you call your **occupation**, your usual line of work? _____

8. How long have you been in this line of work? _____ years _____ months

minnesota satisfaction questionnaire

Directions

The purpose of this questionnaire is to give you a chance to tell **how you feel about your present job**, what things you are **satisfied** with and what things you are **not satisfied** with.

On the basis of your answers and those of people like you, we hope to get a better understanding of the things people **like and dislike about their jobs**.

On the following pages you will find statements about certain aspects of your **present job**.

- Read each statement carefully.
- Decide how you feel about the aspect of your job described by the statement.
 - Circle 1 if you are **not satisfied** (if that aspect is much poorer than you would like it to be).
 - Circle 2 if you are **only slightly satisfied** (if that aspect is not quite what you would like it to be).
 - Circle 3 if you are **satisfied** (if that aspect is what you would like it to be).
 - Circle 4 if you are **very satisfied** (if that aspect is even better than you expected it to be).
 - Circle 5 if you are **extremely satisfied** (if that aspect is much better than you hoped it could be).
- Be sure to keep the statement in mind when deciding **how you feel about that aspect of your job**.
- Do this for **all** statements. Answer **every** item.
- **Do not turn back** to previous statements.

Be frank. Give a true picture of your feelings about your **present job**.

Ask yourself: How **satisfied** am I with this aspect of my job?

- 1 means I am **not satisfied** (this aspect of my job is much poorer than I would like it to be).
 2 means I am **only slightly satisfied** (this aspect of my job is not quite what I would like it to be).
 3 means I am **satisfied** (this aspect of my job is what I would like it to be).
 4 means I am **very satisfied** (this aspect of my job is even better than I expected it to be).
 5 means I am **extremely satisfied** (this aspect of my job is much better than I hoped it could be).

On my present job, this is how I feel about . . .

For each statement
circle a number.

1. The chance to be of service to others.	1	2	3	4	5
2. The chance to try out some of my own ideas.	1	2	3	4	5
3. Being able to do the job without feeling it is morally wrong.	1	2	3	4	5
4. The chance to work by myself.	1	2	3	4	5
5. The variety in my work.	1	2	3	4	5
6. The chance to have other workers look to me for direction.	1	2	3	4	5
7. The chance to do the kind of work that I do best.	1	2	3	4	5
8. The social position in the community that goes with the job.	1	2	3	4	5
9. The policies and practices toward employees of this company.	1	2	3	4	5
10. The way my supervisor and I understand each other.	1	2	3	4	5
11. My job security.	1	2	3	4	5
12. The amount of pay for the work I do.	1	2	3	4	5
13. The working conditions (heating, lighting, ventilation, etc.) on this job.	1	2	3	4	5
14. The opportunities for advancement on this job.	1	2	3	4	5
15. The technical "know-how" of my supervisor.	1	2	3	4	5
16. The spirit of cooperation among my co-workers.	1	2	3	4	5
17. The chance to be responsible for planning my work.	1	2	3	4	5
18. The way I am noticed when I do a good job.	1	2	3	4	5
19. Being able to see the results of the work I do.	1	2	3	4	5
20. The chance to be active much of the time.	1	2	3	4	5
21. The chance to be of service to people.	1	2	3	4	5
22. The chance to do new and original things on my own.	1	2	3	4	5
23. Being able to do things that don't go against my religious beliefs.	1	2	3	4	5
24. The chance to work alone on the job.	1	2	3	4	5
25. The chance to do different things from time to time.	1	2	3	4	5

Ask yourself: How **satisfied** am I with this aspect of my job?

- 1 means I am **not satisfied** (this aspect of my job is much poorer than I would like it to be).
 2 means I am **only slightly satisfied** (this aspect of my job is not quite what I would like it to be).
 3 means I am **satisfied** (this aspect of my job is what I would like it to be).
 4 means I am **very satisfied** (this aspect of my job is even better than I expected it to be).
 5 means I am **extremely satisfied** (this aspect of my job is much better than I hoped it could be).

On my present job, this is how I feel about . . .

For each statement
circle a number.

26. The chance to tell other workers how to do things.	1	2	3	4	5
27. The chance to do work that is well suited to my abilities.	1	2	3	4	5
28. The chance to be "somebody" in the community.	1	2	3	4	5
29. Company policies and the way in which they are administered.	1	2	3	4	5
30. The way my boss handles his/her employees.	1	2	3	4	5
31. The way my job provides for a secure future.	1	2	3	4	5
32. The chance to make as much money as my friends.	1	2	3	4	5
33. The physical surroundings where I work.	1	2	3	4	5
34. The chances of getting ahead on this job.	1	2	3	4	5
35. The competence of my supervisor in making decisions.	1	2	3	4	5
36. The chance to develop close friendships with my co-workers.	1	2	3	4	5
37. The chance to make decisions on my own.	1	2	3	4	5
38. The way I get full credit for the work I do.	1	2	3	4	5
39. Being able to take pride in a job well done.	1	2	3	4	5
40. Being able to do something much of the time.	1	2	3	4	5
41. The chance to help people.	1	2	3	4	5
42. The chance to try something different.	1	2	3	4	5
43. Being able to do things that don't go against my conscience.	1	2	3	4	5
44. The chance to be alone on the job.	1	2	3	4	5
45. The routine in my work.	1	2	3	4	5
46. The chance to supervise other people.	1	2	3	4	5
47. The chance to make use of my best abilities.	1	2	3	4	5
48. The chance to "rub elbows" with important people.	1	2	3	4	5
49. The way employees are informed about company policies.	1	2	3	4	5
50. The way my boss backs up his/her employees (with top management).	1	2	3	4	5

Ask yourself: How **satisfied** am I with this aspect of my job?

- 1 means I am **not satisfied** (this aspect of my job is much poorer than I would like it to be).
 2 means I am **only slightly satisfied** (this aspect of my job is not quite what I would like it to be).
 3 means I am **satisfied** (this aspect of my job is what I would like it to be).
 4 means I am **very satisfied** (this aspect of my job is even better than I expected it to be).
 5 means I am **extremely satisfied** (this aspect of my job is much better than I hoped it could be).

On my present job, this is how I feel about . . .

For each statement
circle a number.

51. The way my job provides for steady employment.	1	2	3	4	5
52. How my pay compares with that for similar jobs in other companies.	1	2	3	4	5
53. The pleasantness of the working conditions.	1	2	3	4	5
54. The way promotions are given out on this job.	1	2	3	4	5
55. The way my boss delegates work to others.	1	2	3	4	5
56. The friendliness of my co-workers.	1	2	3	4	5
57. The chance to be responsible for the work of others.	1	2	3	4	5
58. The recognition I get for the work I do.	1	2	3	4	5
59. Being able to do something worthwhile.	1	2	3	4	5
60. Being able to stay busy.	1	2	3	4	5
61. The chance to do things for other people.	1	2	3	4	5
62. The chance to develop new and better ways to do the job.	1	2	3	4	5
63. The chance to do things that don't harm other people.	1	2	3	4	5
64. The chance to work independently of others.	1	2	3	4	5
65. The chance to do something different every day.	1	2	3	4	5
66. The chance to tell people what to do.	1	2	3	4	5
67. The chance to do something that makes use of my abilities.	1	2	3	4	5
68. The chance to be important in the eyes of others.	1	2	3	4	5
69. The way company policies are put into practice.	1	2	3	4	5
70. The way my boss takes care of the complaints of his/her employees.	1	2	3	4	5
71. How steady my job is.	1	2	3	4	5
72. My pay and the amount of work I do.	1	2	3	4	5
73. The physical working conditions of the job.	1	2	3	4	5
74. The chances for advancement on this job.	1	2	3	4	5
75. The way my boss provides help on hard problems.	1	2	3	4	5

Ask yourself: How **satisfied** am I with this aspect of my job?

- 1 means I am **not satisfied** (this aspect of my job is much poorer than I would like it to be).
 2 means I am **only slightly satisfied** (this aspect of my job is not quite what I would like it to be).
 3 means I am **satisfied** (this aspect of my job is what I would like it to be).
 4 means I am **very satisfied** (this aspect of my job is even better than I expected it to be).
 5 means I am **extremely satisfied** (this aspect of my job is much better than I hoped it could be).

On my present job, this is how I feel about . . .

For each statement
circle a number.

76. The way my co-workers are easy to make friends with.	1	2	3	4	5
77. The freedom to use my own judgment.	1	2	3	4	5
78. The way they usually tell me when I do my job well.	1	2	3	4	5
79. The chance to do my best at all times.	1	2	3	4	5
80. The chance to be "on the go" all the time.	1	2	3	4	5
81. The chance to be of some small service to other people.	1	2	3	4	5
82. The chance to try my own methods of doing the job.	1	2	3	4	5
83. The chance to do the job without feeling I am cheating anyone.	1	2	3	4	5
84. The chance to work away from others.	1	2	3	4	5
85. The chance to do many different things on the job.	1	2	3	4	5
86. The chance to tell others what to do.	1	2	3	4	5
87. The chance to make use of my abilities and skills.	1	2	3	4	5
88. The chance to have a definite place in the community.	1	2	3	4	5
89. The way the company treats its employees.	1	2	3	4	5
90. The personal relationship between my boss and his/her employees.	1	2	3	4	5
91. The way layoffs and transfers are avoided in my job.	1	2	3	4	5
92. How my pay compares with that of other workers.	1	2	3	4	5
93. The working conditions.	1	2	3	4	5
94. My chances for advancement.	1	2	3	4	5
95. The way my boss trains his/her employees.	1	2	3	4	5
96. The way my co-workers get along with each other.	1	2	3	4	5
97. The responsibility of my job.	1	2	3	4	5
98. The praise I get for doing a good job.	1	2	3	4	5
99. The feeling of accomplishment I get from the job.	1	2	3	4	5
100. Being able to keep busy all the time.	1	2	3	4	5

Appendix C

Example: MIQ Score Sheet

MINNESOTA IMPORTANCE QUESTIONNAIRE
Paired Form

Name: 21

Date: 10/19/92

Logical Consistency Analysis of the MIQ:

Logically Consistent Triad Score = 23%

Questionable LCT Range is 0% to 33%

MIQ Scores are Questionable.

*Analysis of the data indicates a non-random pattern.
Listed below are the 20 MIQ vocational need scales in decreasing
order of their logically consistent triad scores (Scale LCT).
The scales at the top of the list represent those needs for which
the respondent's judgements were least consistent, and those at
the bottom represent those needs which the respondent judged
most consistently.*

<i>MIQ Scale</i>	<i>Scale LCT %</i>	<i>MIQ Scale</i>	<i>Scale LCT %</i>
<i>Working Conditions.....</i>	<i>49</i>	<i>Moral Values.....</i>	<i>56</i>
<i>Advancement.....</i>	<i>50</i>	<i>Ability Utilization.....</i>	<i>56</i>
<i>Responsibility.....</i>	<i>51</i>	<i>Creativity.....</i>	<i>57</i>
<i>Variety.....</i>	<i>51</i>	<i>Co-Workers.....</i>	<i>57</i>
<i>Supervision--Technical.....</i>	<i>53</i>	<i>Compensation.....</i>	<i>57</i>
<i>Authority.....</i>	<i>53</i>	<i>Independence.....</i>	<i>59</i>
<i>Security.....</i>	<i>53</i>	<i>Recognition.....</i>	<i>60</i>
<i>Social Service.....</i>	<i>54</i>	<i>Activity.....</i>	<i>61</i>
<i>Achievement.....</i>	<i>55</i>	<i>Social Status.....</i>	<i>62</i>
<i>Company Policies & Practices..</i>	<i>56</i>	<i>Supervision--Human Relations..</i>	<i>65</i>

Vocational Psychology Research, Department of Psychology
University of Minnesota, Minneapolis MN 55455

MINNESOTA IMPORTANCE QUESTIONNAIRE

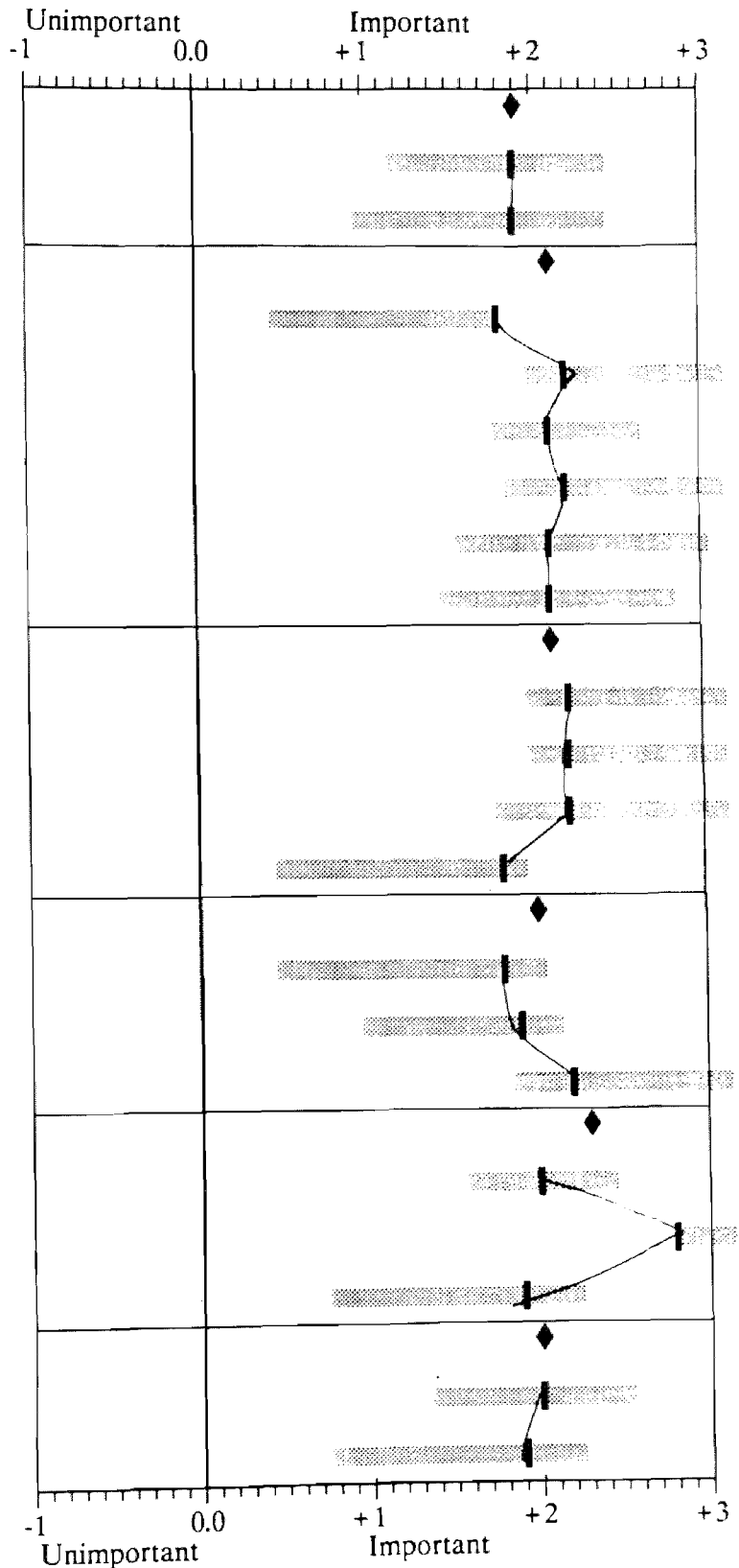
Paired Form

Name: 21

LCT score = 23%

Date: 10/19/92

	Score
ACHIEVEMENT	1.9
<i>Ability Utilization:</i> I could do something that makes use of my abilities	1.9
<i>Achievement:</i> The job could give me a feeling of accomplishment	1.9
COMFORT	2.1
<i>Activity:</i> I could be busy all the time	1.8
<i>Independence:</i> I could work alone on the job	2.2
<i>Variety:</i> I could do something different every day	2.1
<i>Compensation:</i> My pay would compare well with that of other workers	2.2
<i>Security:</i> The job would provide for steady employment	2.1
<i>Working Conditions:</i> The job would have good working conditions	2.1
STATUS	2.1
<i>Advancement:</i> The job would provide an opportunity for advancement	2.2
<i>Recognition:</i> I could get recognition for the work I do	2.2
<i>Authority:</i> I could tell people what to do	2.2
<i>Social Status:</i> I could be "somebody" in the community	1.8
ALTRUISM	2.0
<i>Co-workers:</i> My co-workers would be easy to make friends with	1.8
<i>Social Service:</i> I could do things for other people	1.9
<i>Moral Values:</i> I could do the work without feeling that it is morally wrong	2.2
SAFETY	2.2
<i>Company Policies:</i> The company would administer its policies fairly	2.0
<i>Supervision--Human Relations:</i> My boss would back up the workers	2.8
<i>Supervision--Technical:</i> My boss would train the workers well	1.9
AUTONOMY	2.0
<i>Creativity:</i> I could try out some of my own ideas	2.0
<i>Responsibility:</i> I could make decisions on my own	1.9
Score	



Minnesota Importance Questionnaire

Correspondence report for 21

10/19/92

The MIQ profile is compared with Occupational Reinforcer Patterns (ORPs) for 90 representative occupations. Correspondence is indicated by the C index. A prediction of *Satisfied (S)* results from C values greater than .49, *Likely Satisfied (L)* for C values between .10 and .49, and *Not Satisfied (N)* for C values less than .10. Occupations are clustered by similarity of Occupational Reinforcer Patterns.

	C	Pred.		C	Pred.
	Index	Sat.		Index	Sat.
CLUSTER A (ACH-AUT-Alt)	-.41	N	CLUSTER B (ACH-Com)	.00	N
Architect	-.37	N	Bricklayer	.00	N
Dentist	-.41	N	Carpenter	.00	N
Family Practitioner (M.D.)	-.49	N	Cement Mason	-.14	N
Interior Designer/Decorator	-.32	N	Elevator Repairer	.12	L
Lawyer	-.35	N	Heavy Equipment Operator	.03	N
Minister	-.41	N	Landscape Gardener	-.06	N
Nurse, Occupational Health	-.25	N	Lather	-.16	N
Occupational Therapist	-.34	N	Millwright	.05	N
Optometrist	-.41	N	Painter/Paperhanger	.02	N
Psychologist, Counseling	-.41	N	Patternmaker, Metal	.00	N
Recreation Leader	-.44	N	Pipefitter	.06	N
Speech Pathologist	-.40	N	Plasterer	-.11	N
Teacher, Elementary School	-.37	N	Plumber	-.03	N
Teacher, Secondary School	-.24	N	Roofer	.02	N
Vocational Evaluator	-.17	N	Salesperson, Automobile	.15	L
CLUSTER C (ACH-Aut-Com)	-.15	N	CLUSTER D (ACH-STA-Com)	-.04	N
Alteration Tailor	-.22	N	Accountant, Certified Public	-.14	N
Automobile Mechanic	-.10	N	Airplane Co-Pilot, Commercial	-.09	N
Barber	-.09	N	Cook (Hotel-Restaurant)	.07	N
Beauty Operator	-.13	N	Department Head, Supermarket	.00	N
Caseworker	-.28	N	Drafter, Architectural	-.04	N
Claim Adjuster	-.07	N	Electrician	-.06	N
Commercial Artist, Illustrator	-.10	N	Engineer, Civil	-.10	N
Electronics Mechanic	-.06	N	Engineer, Time Study	.07	N
Locksmith	-.24	N	Farm-Equipment Mechanic I	-.05	N
Maintenance Repairer, Factory	-.08	N	Line-Installer-Repairer (Telephone)	.02	N
Mechanical-Engineering Technician	.02	N	Machinist	.11	L
Office-Machine Servicer	-.08	N	Programmer (Business, Engineering, Science)	-.12	N
Photoengraver (Stripper)	-.04	N	Sheet Metal Worker	-.08	N
Sales Agent, Real Estate	-.21	N	Statistical-Machine Servicer	.04	N
Salesperson, General Hardware	-.24	N	Writer, Technical Publication	-.15	N
CLUSTER E (COM)	.06	N	CLUSTER F (Alt-Com)	-.20	N
Assembler, Production	.15	L	Airplane-Flight Attendant	-.28	N
Baker	.05	N	Clerk, General Office, Civil Service	-.09	N
Bookbinder	.07	N	Dietitian	-.13	N
Bookkeeper I	-.10	N	Fire Fighter	.03	N
Bus Driver	.10	L	Librarian	-.31	N
Key-Punch Operator	.01	N	Medical Technologist	-.12	N
Meat Cutter	.06	N	Nurse, Professional	-.44	N
Post-Office Clerk	.01	N	Orderly	-.10	N
Production Helper (Food)	.13	L	Physical Therapist	-.30	N
Punch-Press Operator	.06	N	Police Officer	-.18	N
Sales, General (Department Store)	-.10	N	Receptionist, Civil Service	-.18	N
Sewing-Machine Operator, Automatic	.02	N	Secretary (General Office)	-.07	N
Solderer (Production Line)	.07	N	Taxi Driver	-.17	N
Telephone Operator	.05	N	Telephone Installer	-.21	N
Teller (Banking)	.07	N	Waiter-Waitress	-.01	N

Vocational Psychology Research, Department of Psychology
University of Minnesota, Minneapolis MN 55455

Appendix D
MSQ Score Sheets

MINNESOTA SATISFACTION QUESTIONNAIRE
(LONG FORM)

Scoring Report

The following abbreviations are used:

Abbreviation	Scale	Scale Item Numbers				
AU	Ability Utilization	7	27	47	67	87
Ach	Achievement	19	39	59	79	99
Act	Activity	20	40	60	80	100
Adv	Advancement	14	34	54	74	94
Aut	Authority	6	26	46	66	86
CPP	Company Policies and Practices	9	29	49	69	89
Com	Compensation	12	32	52	72	92
CW	Co-Workers	16	36	56	76	96
Cre	Creativity	2	22	42	62	82
Ind	Independence	4	24	44	64	84
MV	Moral Values	3	23	43	63	83
Rec	Recognition	18	38	58	78	98
Res	Responsibility	17	37	57	77	97
Sec	Security	11	31	51	71	91
SSe	Social Service	1	21	41	61	81
SSt	Social Status	8	28	48	68	88
SHR	Supervision-Human Relations	10	30	50	70	90
ST	Supervision-Technical	15	35	55	75	95
Var	Variety	5	25	45	65	85
WC	Working Conditions	13	33	53	73	93
Gen	General Satisfaction	24	25	28	30	35
		43	51	61	66	67
		69	72	74	77	82
		93	96	98	99	100

An upper limit of blank (or misanswered) items has been specified. If the number of blank items is exceeded, the individual is eliminated from the scoring run. Blank responses that do not exceed the limit are set equal to the mean of the individual's other responses for that scale. These new item values are used in determining scale statistics as well as the individual's scale scores.

The limit for each scale is 1 blank item, with the exception of Gen, which has a limit of 4 blanks items per individual.

VOCATIONAL PSYCHOLOGY RESEARCH
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Group: CARAWAY.

Scale Scores by Individual:

Identification	A U	A C h	A C t	A d v	A u t	C P P	C o m	C W	C r e	I n d	M V	R e c	R e s	S e c	S e t	S S H	S T R	V a r	W C	G e n	
03	9	10	14	8	15	14	14	10	7	16	25	13	14	6	10	15	14	15	9	17	5
04	15	17	15	14	15	12	15	20	16	16	22	15	18	15	15	15	13	15	16	15	6
05	14	15	13	15	15	13	5	15	15	15	15	14	15	11	15	13	14	15	10	15	5
06	10	13	13	10	12	14	11	16	9	19	18	13	15	17	12	11	16	18	10	15	5
12	18	17	15	15	15	13	15	19	15	16	20	20	18	11	15	15	24	20	14	10	6
18	12	17	15	10	13	15	15	18	15	15	16	25	16	14	13	15	15	15	12	11	5
21	15	15	15	14	15	15	10	15	15	17	17	14	16	14	15	15	15	15	15	10	5
22	22	19	13	10	11	14	11	16	13	25	22	16	17	17	12	6	15	15	18	21	6
24	13	11	14	7	14	7	11	20	15	12	20	6	12	5	25	5	11	9	20	15	4
25	5	6	9	5	13	10	5	16	5	25	22	7	21	13	7	7	7	10	6	23	4
27	15	11	16	10	15	17	14	14	14	22	15	10	14	23	10	13	16	16	10	15	5
29	13	14	13	15	15	14	12	19	15	15	15	10	14	12	15	14	16	18	15	15	6
30	8	9	14	10	15	15	14	14	13	15	15	14	16	8	5	7	13	12	14	15	5
33	12	15	15	13	15	17	10	21	14	15	20	16	17	16	11	15	21	20	19	11	6
37	12	15	13	13	12	15	11	15	10	14	15	15	14	15	15	14	20	18	14	15	5
40	25	21	16	16	17	22	19	20	20	16	21	24	20	20	20	19	25	24	20	15	8
41	15	15	11	13	14	12	13	23	10	16	13	16	19	12	12	12	19	17	14	15	5
44	21	24	23	15	20	19	15	24	21	25	23	18	23	16	24	20	24	25	24	11	8
46	21	20	21	12	17	5	19	20	19	25	16	19	20	9	18	15	20	20	23	6	6
47	15	14	14	15	15	12	15	10	15	15	15	10	15	11	15	14	12	12	15	11	5
51	10	15	14	14	15	15	15	16	14	15	15	15	15	9	12	15	16	18	12	12	5
52	21	17	17	15	20	17	19	16	17	18	23	16	21	22	16	16	15	16	18	14	7
53	15	16	18	15	15	15	15	19	16	15	15	20	18	13	15	15	18	16	10	10	6
56	16	15	17	20	15	10	15	14	17	20	22	13	17	9	16	15	14	14	20	23	6
57	12	17	17	15	10	15	17	17	9	24	25	15	14	17	9	12	16	17	10	25	6
59	17	18	17	7	13	5	8	15	16	14	19	17	14	6	19	17	18	17	18	13	5
60	5	9	12	10	15	15	11	14	11	15	15	11	13	11	5	15	10	10	12	15	4
63	6	9	6	8	5	12	15	23	6	13	11	9	10	15	6	9	13	10	5	8	3
64	10	10	11	6	7	9	10	14	5	13	11	10	9	12	10	9	10	11	7	10	4
65	22	23	20	21	15	25	14	25	16	16	21	24	22	14	21	15	22	22	15	25	8
66	18	16	15	15	18	18	16	20	16	15	19	15	17	16	20	16	17	15	16	16	6
67	20	18	17	15	17	15	15	20	15	19	18	15	19	16	16	16	17	18	19	15	7
68	15	11	22	5	5	14	15	18	7	25	25	9	12	20	6	5	10	11	7	5	5
71	13	15	17	16	14	19	23	13	13	18	16	14	16	14	14	11	15	16	18	21	6
72	14	11	14	15	15	12	15	14	15	15	15	15	15	13	15	15	14	14	10	12	5
73	8	8	15	9	11	14	5	15	12	15	15	8	12	11	14	13	13	12	15	8	4
74	15	17	14	14	16	12	14	17	13	16	17	19	16	13	12	12	24	22	14	13	6
75	15	11	15	6	12	11	15	17	8	15	15	15	13	7	14	13	11	17	14	15	5
76	24	25	25	20	23	25	20	22	24	25	25	22	24	22	25	23	20	21	23	24	9
77	15	15	14	14	14	20	11	25	13	20	22	15	14	10	16	15	10	10	14	8	6
79	6	8	10	5	5	11	15	24	5	15	25	5	5	15	10	11	12	11	6	16	4
80	17	17	17	15	16	15	15	22	18	22	20	17	19	15	15	12	18	18	20	13	7
81	12	11	14	10	10	15	10	13	12	13	17	15	14	14	7	9	23	24	10	15	5
84	12	13	10	10	14	14	10	15	10	16	17	15	14	10	10	15	15	14	7	10	4
85	15	15	14	15	15	18	11	16	14	16	20	15	16	15	10	14	18	17	15	15	6
89	10	14	15	15	14	16	15	22	14	22	15	13	18	9	9	15	22	19	15	15	6
91	11	6	10	14	15	8	18	13	11	11	15	9	12	10	5	14	6	9	11	10	4
92	13	12	18	15	13	13	10	21	11	13	24	10	12	16	10	9	13	14	10	14	5

94	5	8	13	6	6	10	9	15	8	16	23	10	9	8	9	12	9	13	8	11	44
95	10	13	15	6	13	16	16	16	18	16	15	15	15	18	12	12	19	16	15	15	58
96	17	15	15	21	16	21	10	14	13	10	13	17	14	8	14	17	14	13	13	20	59
100	20	20	19	10	17	6	10	22	6	24	19	8	20	16	14	14	14	17	13	14	59
101	19	19	20	11	19	12	7	17	17	19	19	7	18	17	18	18	12	13	18	13	63
104	13	15	13	10	14	10	13	18	15	16	20	12	14	12	15	14	16	19	15	12	59

The following individuals left too many items unanswered to be included in the scoring:

01 had 2 unanswered items from scale Act

Minnesota Satisfaction Questionnaire (Long Form)
Scale Score Statistics

Number of examinees = 54

Scale	Mean	Standard Deviation	Hoyt Reliability	Standard Error of Measurement
AU	14.093	4.861	0.950	1.083
Ach	14.444	4.303	0.902	1.349
Act	15.042	3.446	0.843	1.365
Adv	12.278	4.127	0.965	0.773
Aut	13.981	3.590	0.854	1.372
CPP	14.037	4.273	0.933	1.103
Com	13.167	3.771	0.947	0.867
CW	17.537	3.705	0.885	1.257
Cre	13.167	4.215	0.914	1.233
Ind	17.194	4.008	0.928	1.074
MV	18.356	3.813	0.890	1.265
Rec	14.074	4.518	0.954	0.966
Res	15.648	3.619	0.876	1.274
Sec	13.292	4.155	0.903	1.291
SSe	13.389	4.792	0.968	0.853
SSt	13.389	3.536	0.884	1.206
SHR	15.630	4.435	0.925	1.213
ST	15.787	3.916	0.917	1.131
Var	13.903	4.588	0.923	1.277
WC	14.185	4.514	0.956	0.944
Gen	58.875	10.787	0.893	3.522

Item	Mean	Standard Deviation
1	2.667	1.028
2	2.593	0.901
3	3.685	1.061
4	3.574	1.039
5	2.944	1.280
6	3.056	1.071
7	2.778	1.127
8	2.685	0.928
9	2.870	1.065
10	3.352	0.994
11	2.611	1.017
12	2.741	0.894
13	2.778	1.076
14	2.556	0.883
15	3.296	0.944
16	3.593	1.019

Item	Mean	Standard Deviation
17	3.333	1.099
18	2.852	0.998
19	2.815	0.973
20	2.759	0.989
21	2.667	1.028
22	2.389	0.899
23	3.819	0.904
24	3.454	0.933
25	2.926	1.025
26	2.870	0.891
27	2.944	1.089
28	2.704	0.816
29	2.741	0.994
30	3.167	1.060
31	2.574	1.002
32	2.481	0.746
33	2.870	0.953
34	2.481	0.885
35	3.389	0.878
36	3.352	0.894
37	3.148	0.920
38	2.889	0.861
39	3.056	1.089
40	3.356	0.815
41	2.648	1.031
42	2.611	0.960
43	3.741	0.851
44	3.407	0.858
45	2.648	0.935
46	2.593	1.000
47	2.704	1.039
48	2.574	0.815
49	2.759	0.950
50	3.093	1.014
51	2.847	0.998
52	2.704	0.792
53	2.944	0.856
54	2.370	0.853
55	2.972	0.803
56	3.648	0.828
57	2.722	0.685
58	2.815	0.913
59	2.778	0.904
60	3.315	0.797
61	2.630	0.996
62	2.778	1.110
63	3.537	0.884
64	3.537	0.818
65	2.630	1.033
66	2.648	0.781
67	2.796	1.016
68	2.704	0.861
69	2.796	0.919

Item	Mean	Standard Deviation
70	2.944	1.036
71	2.778	0.965
72	2.611	0.856
73	2.796	1.035
74	2.407	0.901
75	3.204	0.939
76	3.500	0.906
77	3.296	0.882
78	2.796	1.053
79	3.148	1.053
80	2.556	0.904
81	2.778	1.003
82	2.796	0.998
83	3.574	0.860
84	3.222	0.883
85	2.755	0.940
86	2.815	0.729
87	2.870	1.047
88	2.722	0.856
89	2.870	0.870
90	3.074	0.949
91	2.481	0.906
92	2.630	0.853
93	2.796	0.959
94	2.463	0.884
95	2.926	0.949
96	3.444	0.816
97	3.148	0.787
98	2.722	1.071
99	2.648	1.049
100	3.056	0.878

VOCATIONAL PSYCHOLOGY RESEARCH
UNIVERSITY OF MINNESOTA

Appendix E

Letter to Managers and Consent Form

May 18, 1992

Carolyn Cusumano, Manager
New Mexico Blue Cross
12800 Indian School
Albuquerque, NM 87112

Dear Carolyn,

I am a supervisor in Medicare A Medical Review at Blue Cross of Iowa. On December 4, 1990, Virginia Thannisch agreed to assist me with the data collection for my thesis and informed Marilyn Warling of her willingness to have your staff participate in this study as part of the study sample. At that time I planned to evaluate job satisfaction and professional self-image of nurses employed in non-patient care settings. The focus has changed slightly to job satisfaction and identification of job reinforcers/values deemed important by the nurses. At this time, I am asking if you are willing to let me distribute the instruments to your nursing staff?

If you agree to participate, I will mail the questionnaires to you in late June or early July. I need your assistance to distribute the instruments to the nurse's work mailboxes. This will take about ten minutes of your time or that of your secretary. The instruments can be completed by the nurses in 45 minutes to one hour. I will describe the process completely in a letter enclosed with the instruments at the time of the pilot study and the final study.

If you are willing to do this, I need the attached form signed and returned to me as soon as possible. The proposal cannot be approved by the university human subjects committee until the form is returned. I also need a list of your nurses who are employed in positions in which there are no management or administrative responsibilities.

The study should be completed sometime in this fall. I will be happy to share the results or the entire thesis with you at that time.

May 18, 1992

Page 2

Thank you in advance for your help and consideration. If you have any questions about this study, please feel free to contact me during the day at 515-245-3983, in the evening at 515-387-1411, or by mail at P. O. Box 102, Maxwell, IA 50161.

Sincerely,

Mary Caraway, R.N.

AGREEMENT TO PARTICIPATE

Mary Caraway has my permission to distribute the Minnesota Importance Questionnaire and the Minnesota Satisfaction Questionnaire to my nursing staff. I understand that individual or intermediary specific information will be held confidential and that only aggregate information obtained from all participating intermediaries will be made available to me.

Signature_____

Date_____

Appendix F
Cover Letter to Subjects

September 21, 1992

XXXX XXXXXXXX
New Mexico Blue Cross
P. O. Box 11566
Albuquerque, NM 87112

Dear XXXX,

I am a Registered Nurse completing my MSN at Drake University in Des Moines, Iowa and need you to complete two questionnaires which will provide the data for my thesis. Your participation in this study is in no way obligatory, but it is my hope that you will be willing to participate. I have not included a consent form for you to sign, as return of the questionnaires implies your consent.

You are one of 107 nurses selected from the nine Regional Home Health Intermediaries to participate in this study. The two data collection instruments are enclosed. If you elect to participate in this investigation, please read and follow the directions supplied with each instrument exactly as they are printed. It will require 45 minutes to one hour to complete both instruments. While some of the questions may seem repetitious, it is critical that each question be answered, and that each answer represent your true feelings.

Your name is not to be put on any of these documents. However, it is important that you supply the other requested demographic information. Please return the booklets and answer sheet in the stamped pre-addressed envelope that is enclosed. It should be mailed by October 2, 1992. Your individual responses will be kept in strict confidence and only aggregate information will be available to anyone other than myself. If you have any questions about the study or the instruments, please feel free to call me collect at 515-387-1411.

The study should be completed sometime this fall. I will be happy to share the results or even the entire thesis with anyone who is interested. Please call or write to me at P. O. Box 102, Maxwell, IA 50161. Thank you in advance for your time and participation.

Sincerely,

Mary Caraway